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ABSTRACT

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to introduce Indian junior high school students to the concept of planning and help them see its relevance and importance to their daily lives, their group work, and their possible career choices. In six activities, students practice planning, learn to plan better by using a five-step process, overcome obstacles to a plan, and plan and make decisions as a group. Related subject areas are composition, mathematics, and art. During the unit, students are asked to keep a journal of their reactions and ideas. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available--CE 014 035.) (TA)

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ED147604

PLANNING

Native American Career Education Unit

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by

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This document is one of a series of teaching/learning units dealing with Native American Career Education. The titles of all individually available documents in this series appear below:

Career Awareness units
Part of the Whole World
Cooperation
From Idea to Product
The Community
The Community in Transition

Career Orientation units
Putting Your Money to Work
Living with the Land
Working for the People

Career Exploration units
Planning
Putting It All Together
Getting Ready for Jobs
The Career Fair

and

Native American Career Education,
A Curriculum Guide

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Foreword

The Native American Career Education Program consists of twelve units designed to address the specific needs and aspirations of Native American students. It includes teacher and student materials, evaluation materials, and a Curriculum Guide.

These units employ a variety of learning activities. They are designed to: 1)bridge the gap between traditional and technological societies by identifying the parallels between them and exploring the values they represent; 2) create an understanding of the economic context within which career choice takes place; 3) foster personal and interpersonal skills necessary to function in the world of work; and, 4) develop career exploration skills.

Development has been based on the recognition that the needs of Native American communitites differ greatly from those of the larger American society. In these communities, as in third world countries, problems are not due to a lack of natural resources, but rather to a lack of meaningful development of human resources which would allow for additional economic development and self-determination of Native American communities.

In order to identify and meet these needs, information has been gathered from Native American communities, students, teachers, and tribal groups, and the materials have been developed with the guidance of an advisory committee of Native Americans.

This project was supported by the Curriculum Development Branch of the U.S. Office of Education.

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Preface

"Planning" is an extremely important unit in the Native American Career Education series, because the planning process must be part of a conscious effort in formalizing an awareness and competence-based career education program.

Indian youth can be made aware of available educational opportunities through a systematic approach to career planning. This unit's content can be utilized to help them accomplish such a task. Through a block-based approach, this unit enables the student to provide the basic ingredients he will need to develop an awareness of the importance of planning a career for himself.

In this day and age, it is essential that the Indian student be given the chance to choose an occupation or profession that will satisfy his need for success.

Peter Soto, Cocopa
Deputy Assistant Area
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Contents

This book includes all information and student materials needed for the unit, "Planning."

At the end of this guide, you will find a resource list and a bibliography. These have been included to help you locate good, appropriate additional materials in order to stimulate student interest in the unit and to enrich their individual learning experiences.

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An Overview Of The Unit

General Purpose

Planning is a unit in the Native American Career Education program. The general purpose of this unit is to help students understand the importance of planning in their daily lives (planning to do school work, planning to practice a musical instrument, planning to assume responsibilities around the home) and planning for the future (planning for a career). Throughout the unit, students will be encouraged to relate present social and academic competencies to the continuing pursuit of personal and occupational fulfillment.

Introduce Students to Goals and Objectives

In this unit, there are six activities. Each activity has a specific goal and a specific objective. These are as follows:

Activity 1. *Who Am I?*

GOAL:	To help students identify individual interests, goals, and values.
OBJECTIVE:	Given an outline, students will construct (draw) "Who Am I" shields representing their interests, goals, and values.

Activity 2. *10 Things I Like to Do*

GOAL:	To help students assess their individual interests, skills, and values in terms of planning.
OBJECTIVE:	Students will name ten things they like to do and will describe them in terms of eight variables and of relationships between those variables and planning.

Activity 3. *Time to Plan*

GOAL:	To help students understand the importance of planning in daily life.
OBJECTIVE:	Students will chart daily activities for one week and analyze chart data in terms of specific questions concerned with planning.

Activity 4. *Six Steps to A Better Plan*

GOAL:	To help students understand the importance of a systematic approach to the development of effective planning skills.
OBJECTIVE:	Students will identify and describe the six steps in planning and, given a situation, will construct a plan using the six steps.

Activity 5. *Curses, Foiled Again: Overcoming Obstacles*

GOAL:	To help students understand the importance of revising or changing plans to overcome unforeseen obstacles.
OBJECTIVE:	Students will play a game in which each group makes a plan, encounters obstacles, and revises a plan to overcome those obstacles.

Activity 6. *Stranded*

GOAL:	To help students understand the importance of group planning and group decision-making.
OBJECTIVE:	Students will play assigned roles and, acting within those roles, will make a group plan for surviving in the desert.

Summary

The basic objective of this unit is to encourage students to develop an awareness of the integral importance of planning to the achievement of both present and future goals.

It may be useful to note that the principal direction of much of a student's educational experience has been backwards. That is, the student has been exposed to the development of the human race predominantly in the historical context, the context of the past. In order to develop competency and awareness in career planning, this direction must be reversed. If students are to learn how to plan for the future, they must begin to think in terms of the future.

It is important, then, that the students understand the concept of PLANNING in terms of the completion of daily tasks. Students will be asked to consider the effectiveness of their present planning skills and how these skills promote or impede their attainment of short-term goals. Students will also participate in evaluation exercises designed to motivate them to scrutinize their planning competencies and encourage them to develop and refine their planning skills further. In these exercises, students will be asked to apply systematic planning skills to two Simulation Activities designed to promote effective group planning.

In most of the Activities in this unit, students will be involved in a three-fold process. They will 1) be given a task, 2) be asked to develop a plan for completing the task, and 3) be allowed the freedom to carry out the plan. Throughout, they will be exposed to current career concepts and information to help them develop a broader and more comprehensive viewpoint from which to make career-related decisions. Viewing the kaleidoscopic changes in vocational trends--from the home to the factory, from hands to machines, from the all-around worker to the specialist--it becomes increasingly important that students possess very detailed and specific information from which to make career choices which are rational, realistic, and related to current demand.

Two last considerations: First, throughout the unit students should be encouraged to discover information for themselves. Think of these materials as a springboard for further and more intensive research and introspection. Second, while you are encouraged to adhere to the basic goals, content, and general sequence of the material presented in this unit, you are also encouraged to adapt this material to the individual needs and learning competencies of your students.

Small Group Interaction

The learning activities in this unit have been developed primarily in terms of small group interaction. Since our lives are inextricably bound to diverse groups of people (family, peer, work, etc.), it is important that the student be aware of the importance of productive, cooperative group interaction. Just as most occupations demand competent, effective group interaction skills, so too career planning should be a group - as well as an individual - effort.

The most advantageous grouping method for your particular students is left to your discretion. However, some suggestions are offered here to help you determine the most productive grouping procedures for your students.

1. Groups tend to be more productive if they are somewhat heterogeneous, i.e., gregarious students should be combined with quiet ones, leaders should be combined with followers, slow students with fast ones, and so on.

2. Since the object of many of the activities is to encourage students to learn to interact in many different kinds of groups, it may be useful to have students change groups after each Activity.

But these are only suggestions. You have undoubtedly given much thought to the most congenial and productive manner in which to group your students and selected the most appropriate seating arrangement for the particular needs and personalities of your students.

Teacher's Note: Discussions

In the Teacher Suggestions section of this unit you will find several suggested questions designed to stimulate students to begin thinking in terms of the various concepts stressed in each Activity. You may encourage or limit class discussion depending on the willingness and enthusiasm of your students. If students appear responsive, encourage them to share their ideas and opinions with the class verbally. If they appear unresponsive, present the concepts yourself in the form of an informal lecture and pose questions to stimulate discussion and assess student assimilation of the material following your presentation.

Materials

For this unit, you will need:

- a large area of a wall or bulletin board to display student work
- pens, pencils, notebook paper
- access to duplicating facilities (if possible)
- a section in the student Native American Career Education Notebook or a separate notebook to be used as a "journal" for students to record feelings, revelations, questions, etc.

Scheduling

The whole unit should take a little less then two weeks (= 9 class periods). Suggested scheduling follows:

Introducing the Unit = 1 class period

Activity 1 = 1 class period plus homework (journal)

Activity 2 = 1 class period plus homework (journal)

Activity 3 = 2 class periods, one week apart (will note use all of second period), plus homework (filling out chart each day for a week; journal)

Activity 4 = 2 class periods plus homework (journal)

Activity 5 = 1-2 class periods plus homework (journal)

Activity 6 = 1 class period plus homework (journal)

Introducing The Unit In Class

If you have already used any of the other units in the Native American Career Education program, you have probably already discussed the Nez poem and the "What Native American Career Education Is All About" section. If so, go now to the "Introducing the Unit" section on page 13 in this Teacher's Guide.

If you have not used any other units in the program, begin with the suggestions below.

Reading the Poem

Read the poem by David Martin Nez (page 10 of this Guide). You may want to reproduce it and pass out copies to the class, or letter it on poster board and display it. Afterwards, encourage students to discuss what they think the poem is saying. Suggest possible meanings such as: 1) that it is important to learn what other cultures have to offer; and, 2) that it is important to understand and preserve the beauty of one's own culture.

Introducing the Program

When the class has discussed the Nez poem, write the words *Native American Career Education* on the blackboard. Ask the students to discuss what they think this phrase means. If they have trouble getting started, help them by breaking the concept into parts. Ask questions that will lead the class step by step to a general understanding of the ideas involved.* Students should be encouraged to work together in small groups to answer questions like these:

1. What is an American?
2. What is a Native American?
3. What is a career? Can you name some examples of different types of careers? Are there any careers which interest you right now? How do people get started in careers?
4. What do you think that career education is?
5. What do you think that career education for Native Americans is? How might this be the same as career education for other kinds of Americans? How might it be different?
6. Why do you think we are going to study Native American Career Education now? How do you think that this type of education can play an important part in your life? What kinds of things do you think you need to learn about careers?

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*Depending upon your class, you may wish to rely less on discussion activities like this one. As an alternative, ask the students to answer the given questions in writing. Or, present the information here in lecture form.

Now, read or hand out copies of the section called, "What Native American Career Education Is All About." This section appears on pages 11-12 of this Teacher's Guide.

When the class has seen or heard the selection, ask the students to discuss and expand on what they have read. Focus student attention on certain key ideas by repeating some of the earlier discussion questions. Ask, "How can Native American Career Education play an important part in your life? What kinds of things do you think you need to learn about careers?"

Introducing the Unit

Introduce students to the concept of PLANNING by asking some or all of the following questions. You may wish to write the questions on the blackboard.

- What does "planning something" mean?
- What kinds of things do you plan for?
- Do your plans always work? Why not?
- Do you think it is important to plan for the things you want?
- Do the things you plan now affect what will happen in the future?
- Is it important to begin planning now for things you would like to do as much as 5 or 10 years from now?
- What are some things people do to plan for careers?

You may wish to list some of the student responses on the blackboard. Avoid extended discussion at this point as students will explore the answers to these questions in depth throughout the unit.

While students are looking at or discussing these questions, distribute copies of the section, "What This Book Is About." This section appears on page 13 of this Teacher's Guide.

Ask students to read and discuss this section. During the discussion, refer to the questions you have read or placed on the blackboard just previously.

As you discuss "What This Book Is About," you should also include the following two ideas:

1. The students will be asked to work together in small groups for many of the activities in this unit. There are two reasons for this. First, small group work has been found to be a good way of doing the types of activities which this unit involves and, second, small group work will expose the students to the kinds of group situations which they will experience on most jobs.

Group Planning

Explain to students that during this unit, they will be making plans in groups as well as by themselves. Discuss how planning in a group might be different from planning alone. Point out that when a group makes a plan, different people in the group will often have different ideas about what the plan should be. The group must find ways to bring these ideas together in order to make a plan with which everyone in the group can feel at least somewhat satisfied.

Ask students to give some examples of groups which must work together to make plans and decisions. Some possible examples might be school, church, business, and government groups. Encourage students to name groups in which they have participated and, if they wish, to share experiences they had while planning with these groups. Ask if they behave a little differently in each group.

Point out that a group must learn to work together in a friendly way if it is to be able to plan effectively. Present the following items as some ideas which each member of a group might want to keep in mind as he or she works with the other members to plan or complete a task:

1. Explain your ideas and feelings to the group as clearly and honestly as you can.

2. Listen carefully to the ideas and feelings of other people in the group.

3. Respect other people and their ideas even if you do not agree with them. Never say things like, "What a stupid idea," or "That's all wrong."

4. Don't try to have everything your own way. A plan made by a group should include ideas from most or all of the people in the group. Try to work on the plan until all the people in the group feel good about it and about each other.

Discuss these ideas with students. Ask if they have any other suggestions for working together in a group. If students have already had units dealing with conflict, cooperation and the like, you might wish to refer back to material in those units.

Keeping a Journal

Ask students if any of them know what a diary or a journal is, or if any of them have ever kept one. (You might want to write these words on the board.) If students do not know what a journal is, explain that it is a book or notebook in which a person writes down what he or she did, thought, felt or learned during each day.

Explain that keeping a journal is a little like talking to yourself in writing. Sometimes, it helps to "sort things out." Point out that sometimes, when you write down what you are thinking and it is sitting right in front of you, you can understand more clearly who you are and where you are going.

Tell students that while they work on this unit, they will be asked to keep a "journal" section in their notebooks. This is their special place to write whatever they feel like writing. They may want to write about something they learned; about careers; about classmates; or about themselves. They may want to write a poem or story. Some days they may not feel like writing anything at all. Whatever they want to write is up to them. No one, not even you, the teacher, will read what they have written in their journals unless they feel like sharing it. Emphasize that the journal is all theirs.

Explain that at the end of each Activity in the unit, the students will have an exercise called *Writing In Your Journal*. These exercises will give them some questions and ideas that they may want to think about and write about in their journals. You may assign these exercises, or you may simply urge students to respond to the questions on their own.

Discuss the idea of a journal with students and answer any questions they have.

Review

Before beginning Activity 1, review what you have done so far in class. If you have introduced this unit successfully, the students should be able to supply a general answer for each of these questions:

1. What does Native American Career Education mean?
2. What is the unit *Planning* going to be about?
3. What is a journal?

These lines are taken from the poem "New Way, Old Way," published by The Writers' Reader; 1964, copyright 1969. Used by permission of the author, a former student at the Institute of American Indian Arts, Santa Fe, New Mexico, a Bureau of Indian Affairs school.

We shall learn all these devices
The white man has.
We shall handle his tools
For ourselves.
We shall master his machinery,
his inventions,
his skills,
his medicine,
his planning;
But we'll retain our beauty
And still be Indian.

David Martin Nez

What Native American Career Education Is All About

All over the country, Indian students, parents, and communities are asking, "How can we find good jobs?" This is not an easy question to answer. Finding the job that is right for you will take a great deal of thinking and planning.

First, you have to learn about the many different kinds of jobs that people can have today. Then you have to think about what kind of job you think would be right for you. And, finally, you have to decide what you need to do to make yourself ready for the jobs that interest you.

The time for choosing a career may seem like a long way off, but it really isn't. Before you know it, you will be graduating from high school. Then you will have to decide on answers to big questions like: Should I go to college? If I do go to college, what should I study? How should I get ready for a career? What kind of job would be right for me?

You will find that it is easier to make big decisions like these if you begin thinking about such things now. Your decisions will be much easier if you begin now to PLAN for the future. Planning for a career should begin long before you actually start working. Career education will help you to begin planning what you would like to do as many as five or ten years from now.

The Native American Career Education program was written especially for Native American students. You will learn two kinds of things from taking part in the activities in this program. First, you will learn things you need to know about jobs: what they are, how you should prepare or train for them, and where you can go to find out more about them. Second, you will learn about yourself. Many of the exercises in this program will help you find out more about yourself as a person. They will ask you to think about questions like: Who am I? What do I like? What type of career would be good for me?

In many of the Activities in this program, you will be working in small groups of about five or six students each. Being part of one of these groups will help you learn to work together with your classmates to solve problems, answer questions, and even have some fun while you are learning from one another.

So while you are learning new things about careers, try to learn new things about your classmates and yourself at the same time.

Have fun!

What This Book Is About

In this book, you will learn about PLANNING. What does "planning something" mean? Most of us think about planning as "planning to do something" -- planning to have a party, planning to go to the movies, planning to go to bed early. But have you ever thought about PLANNING A CAREER?

This unit will help you to begin to think about how to PLAN both for the things you are doing now (at school and at home) and for the things you would like to be doing several years from now (going to college or working at a job). Knowing how to plan for things - how to organize your time and work, how to figure out what has to be done and do it - will help you to reach the goals you have set for yourself.

This unit will also help you learn how to make a plan with a group. When you have a job, you will often have to work with other people to make plans. A good group plan uses the best ideas from each person in the group. Knowing how to plan with a group will help you in your future career, just as knowing how to plan by yourself will help you.

Activity 1. Who Am I?

GOAL:	To help students identify individual interests, goals and values.
OBJECTIVE:	Given an outline, students will construct (draw) "Who Am I?" shields representing their interests, goals and values.

WHAT STUDENTS WILL BE ASKED TO DO

- Assess personal interest, goals, and values
- Draw pictures and write words on "Who Am I?" shield which express personal interests, goals, and values
- Try to guess which shield belongs to whom
- Display shields on classroom bulletin board
- Write in journals on various themes related to who they are and who others are

MATERIALS NEEDED

- paper, pencils
- colored pencils, pen, crayons
- construction paper (optional)

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate the "Who Am I?" shield form on page 17 of this Teacher's Guide and the "Writing in Your Journal" page (page 18). Assemble construction paper, etc. for "Who Am I?" shield construction.

PROCEDURE*

Introduce the idea that, before students can begin to think seriously about careers, they must think seriously about themselves. Who are they? What is important to them? What turns them one? What turns them off? etc. Explain that a very important part of career education is "self-education," the process of looking inward and discovering certain things about the way they think and act. Only after they know these things can they begin to decide what kinds of jobs might suit them. Encourage students to discuss the importance of self-examination in career planning.

Exercise 1. Drawing: Who Am I?

This exercise asks students to represent symbolically (in pictures and words) their individual interests, goals and values.

If you have duplicated the "Who Am I" shield form, pass it out to students. If you cannot or do not wish to duplicate the form, draw it on the board. List the five numbered items below the form.

Now, if possible, let students use different colored construction paper and/or crayons to make their own copies of the design and fill it in. (Students may use the duplicated sheets or plain white paper if construction paper is not available.) Make sure that all students arrange and number (1-5) the items in the same way and that they understand what each item requires.

Allow students about 15-20 minutes to fill in their drawings. Emphasize that they need not worry about the authenticity or realism of the drawings. Drawing, like all other art forms, involves the free expression of the individual. There is no one right or wrong way to make a drawing.

Instruct the students not to show their drawings to any other students at this time.

Exercise 2. Playing A Game: Guess Who?

Instruct students to gather in small groups of five or six students. Each students should bring his/her "Who Am I? shield and a pencil and a piece of blank paper. Have them write their names on the back of their "Who Am I?" shields.

*Remember that the directions given in the Teacher's Guide are only suggestions. Use them to create a course which best suits you, your individual students and the amount of time which is available.

Appoint, or have the students choose, one person in each group to coordinate the "guessing game." All shields should be given to this person.

Tell the group coordinator to hold the drawings up, one at a time. Students are to guess the person who made each drawing. Tell them to write their guesses on the blank sheets of paper.

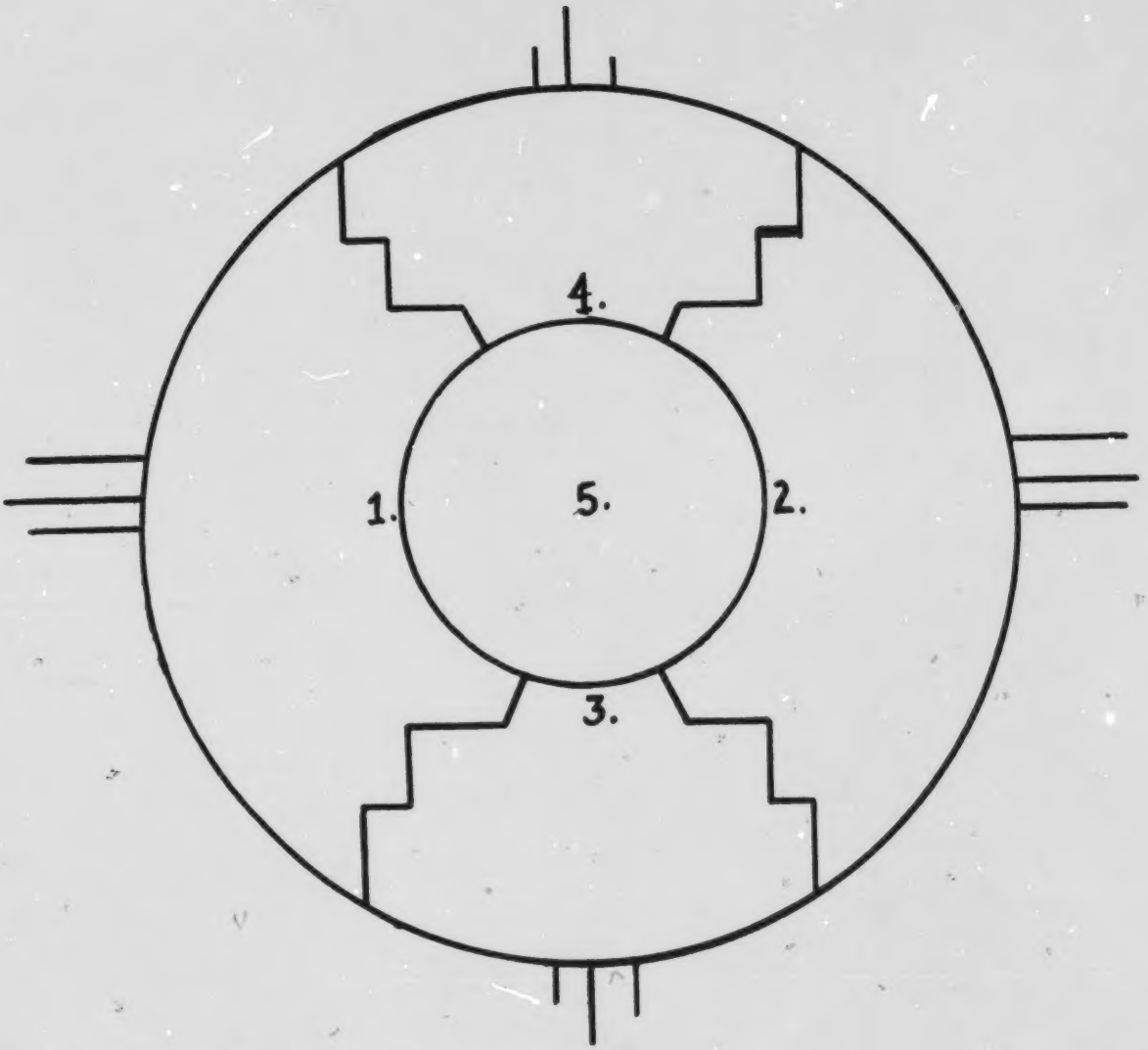
After the students have guessed all the drawings, instruct the coordinator to reveal the names in the correct order. Students should check their guesses at this time and think about what they have learned about their classmates by seeing their "Who Am I?" shields.

At the end of the game, lead the students in a brief discussion. What did they learn about themselves during this activity? What did they learn about the people in their group? And so forth.

If possible, post "Who Am I?" shields on a bulletin board in the classroom so that everyone will have a chance to guess (and find out) which shield belongs to which student.

Exercise 3. Writing In Your Journal! Who Are You?

Pass out the sheet, "Writing In Your Journal" (page 18 of this Teacher's Guide) or read this material to students. After students have read or heard the material, suggest that they react to it in their journals. Also suggest that they record new things they learned about themselves and/or their classmates during Activity 1.



1. Draw one thing you like to do.
2. Draw your favorite place.
3. Draw something you hope to do or be someday.
4. Draw your favorite food.
5. Write three words that describe you.

EXERCISE 3. WRITING IN YOUR JOURNAL

Who Are You? What Do You Look Like?

1. In your journal draw a picture of yourself without looking in a mirror. Then draw a picture of yourself while you look in a mirror.

Do the pictures look the same or do they look different? Which picture looks more like you?

Draw a picture of your best friend from your memory of what he or she looks like. Then draw a picture of that same person as he or she sits in front of you. What things are the same in both pictures? What things are different?

2. "I am a tree that lives in the woods"

What would the world look like to you if you were "a tree that lived in the woods?"

Imagine that you are a thing rather than a person. Write a short poem telling how the world would look to you if you were that thing. You may want to start your poem with the words "I am..."

Here are some short "I am..." poems to give you some ideas:

I am a tree that lives in the woods.
I play with the wind.
When I am thirsty, I drink the rain.
I die every Fall
And am born again every Spring.
I am a tree that lives in the woods.

I am a very big dictionary.
I sit in the corner of the classroom
And look out the window.
I remember when I was just a tree.
I didn't know any words then,
But I was happy.

Activity 2. 10 Things I Like To Do

GOAL:	To help students assess their individual interests, skills and values in terms of planning.
OBJECTIVE:	Students will name ten things they like to do and will analyze them in terms of eight variables, and of relationships between those variables and planning.

WHAT STUDENTS WILL BE ASKED TO DO

- Make lists of ten things they like to do.
- Analyze each item on the list in terms of eight variables.
- Analyze the list in terms of questions which point out relationships between some of the variables and the skill of planning.
- Share their lists with other members of the class or group.
- Plan to share an activity with a classmate.
- Write in their journals about interests they share with some of their classmates.

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate the chart form on page 23 of this Teacher's Guide.

PROCEDURE

Explain to students that in this Activity they will go on learning about themselves and each other. They will also begin to think about ways in which planning plays a part in their lives.

Exercise 1. Making a Chart: 10 Things I Like To Do

If you have duplicated the chart form on page 23 of this Guide, distribute copies to the students now. If you cannot duplicate the chart form, draw it on the board and give the students time to copy it on separate sheets of paper.

When students have completed chart forms, give them about ten minutes to list ten items in the first (left-hand) column of the chart. Tell them to

think carefully about their lists. The items can be "big" things or "little" things, but they should be things the students really like.

When students have listed the ten items on the left of their charts, tell them you will now help them fill in the rest of the charts. Read the following instructions to students and/or write the instructions on the board. If you read the instructions, you will probably want to pause after each item to allow the students to fill out the appropriate column on the chart. Answer any questions students have as you go along.

Instructions:

1. Think about the ten things you named in the first column. Which three of those things do you like to do most? In the second column, put a check mark after each of your three favorite things. (If necessary, draw a check mark on the board.)

2. Think again about the ten things on your list. Which of those things do you like to do alone? In the third column of the chart, put a check after each one of those things.

3. In the fourth column, put a check after each of the things that you like to do with others. There are probably some things that you like to do both alone and with others. For each of those things, put a check in both the third and the fourth columns.

4. Which of the ten things have to be planned? (Recall discussion about planning, if necessary.) In the fifth column, put a check after each of those things.

5. In the sixth column, put a check after each thing that you would like to spend more time doing.

6. In the seventh column, put a check after each thing you would like to do better than you can do it now.

7. In the eighth column, put a check after each thing that costs money to do.

8. When was the last time you did each of the ten things you have named? Answer this question in the ninth or last column. Your answers might be words like today, yesterday, last week, or last month--whenever you did each thing last.

Exercise 2. Thinking About Your Chart: So What?

In this exercise, students will answer some further questions about what they filled in on their charts. They will need their filled-out charts from Exercise 1 and a pencil and a blank sheet of paper.

Students should answer the following questions on the blank sheet of paper. You may write the questions on the board and give students about ten minutes to respond to all of them, or you may read the questions to the students one at a time and give them about two minutes to respond to each.

1. Which of the ten things on your chart have to be planned? When is the last time you did each of those things?

2. How many things would you like to spend more time doing? What are they? Do you have to plan to spend more time on something? What is one way you might make more time?

3. Think about the things that you want to do better. Have you done any of those things in the last week? Why or why not? Name one way you might learn to do one of these things better.

4. How do you like to do most things, alone or with others? Which things do you like to do both alone and with others? Which things are easier to plan, the things you do alone or the things you do with others?

5. How many of the things you do cost money? How can money change the way that you plan something?

When students have answered the questions, use the questions and student responses to stimulate discussion. Ask additional questions as time allows. One possible other question might be, "Do you think your list of ten things you like to do will be the same a year from now as it is today? Why or why not? In what ways might it change?"

Encourage students to see additional relationships between planning and their daily activities; for instance, are there any things on their list which do not have to be planned and which they wish they did better? If so, might they be able to do any of these things better if they were planned?

Exercise 3. Writing In Your Journal: Doing Things Together

Ask that each student share his/her list of ten things he/she likes to do with at least two or three other people in the classroom. Encourage them to look for other students who (1) share some of their favorite interests or (2) have a favorite interest which they have never tried but would be interested in learning something about. Give students about ten minutes to talk to each other about their lists if class time permits.

Now tell the students to select partners (or small groups), based on their findings about interests, and make plans to do one of their "favorite things" with the other person/people.

Suggest that after they have done a "favorite thing" with someone else, or tried out someone else's favorite interest which was new to them, they write

about the experience in their journals. With this in mind, they might want to talk more to their partners about the shared interests.

If the two are sharing an already-established interest, suggest they think about things like the following. Football is given as an example-- adjust the questions to the needs and interests of your class.

1. Are your reasons for liking football the same? If not, how are they different? (for instance, one student might like watching the games, while the other was on the team).

2. What did you learn about yourself by going to the game with a classmate? What did you learn about your friend? (for instance, one student might be really interested in the performance and records of different players, while the other enjoyed the color and excitement)

3. How was going to the game with a classmate different from going alone? (someone to talk to about the action, etc.)

If one of the pair is trying the other's interest for the first time, things they might think or talk about include the following:

1. How did your friend get interested in football? (played it? had a brother who played? was a cheerleader? etc.)

2. How did your friend feel about taking someone who didn't know anything about football to a game? (enjoyed sharing enthusiasm, disliked having to explain everything, etc.)

3. What made you think you would like football? (hearing people talk, seeing it on TV, etc.)

4. When you went to the game, did you like it? Why or why not?

You might want to put these examples on the board, or simply discuss them with students.

You may wish to allow class time for the activity planning and journal writing in this exercise; assign it as homework; or simply encourage students to work on it when they have the time and inspiration.

10 THINGS I LIKE TO DO	The 3 Things I Like to Do Most	Things I Like to Do Alone	Things I Like to Do with Others	Things that must be Planned	Things I Would Like to Spend More Time On	Things I Would Like to do Better	Things That Cost Money	The Last Time I Did Each Thing
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Activity 3. Time To Plan

GOAL: To help students understand the importance of planning in daily life.

OBJECTIVE: Students will chart daily activities for one week and analyze chart data in terms of specific questions concerned with planning.

WHAT STUDENTS WILL BE ASKED TO DO

- Read and discuss material which defines planning and explains the relevance of planning to career decisions
- Read and discuss material concerned with spending time and "making" time by planning
- Fill in two "24 Hour Circles" (one for a weekday and one for a weekend day) with daily activities
- Fill in a chart showing how they spend their time for one week
- Analyze chart data in terms of planning effectiveness
- Imagine how an Indian child of 300 years ago might have spent his/her time, and write about this in journals.

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate copies of the "What I Do All Week" chart on page 37 of this Teacher's Guide. You might also want to duplicate copies of the readings for Exercise 1 (pp. 30-32 of the Teacher's Guide) and for Exercise 2 (pp. 33-36 of the Teacher's Guide).

PROCEDURE

The exercises in this Activity are designed to encourage students to begin to think seriously about the concept of PLANNING as it relates to their daily lives.

Begin by writing the word "PLAN" on the blackboard. Ask students what the word means to them. As them to think of things they have done recently which required some planning. Ask them to think of things they have done recently which would have progressed more smoothly and been more successful had they been better planned.

Exercise 1. Reading: Why Is Planning Important?

Pass out copies of the reading on pages 30-32 of this Teacher's Guide, or read the material to students. The reading introduces the concept of planning both as it relates to students' daily existence (planning for the present) and as it relates to career education (planning for the future).

When students have read or heard the material, use it as a springboard for discussion. You might wish to recall the discussion you had on a similar subject at the beginning of the unit. Possible discussion questions include:

1. What does "planning something" mean?
2. What are the two kinds of planning that students should begin to think about?
3. Why is planning a career difficult?
4. How can planning help students to choose the right career?

Exercise 2. Reading: Spending Time and Making Time

Pass out copies of the reading on pages 33-36 of this Teacher's Guide, or read the material to students. The material includes a short dialogue between two girls, and you may wish to assign two students to read the parts in the dialogue.

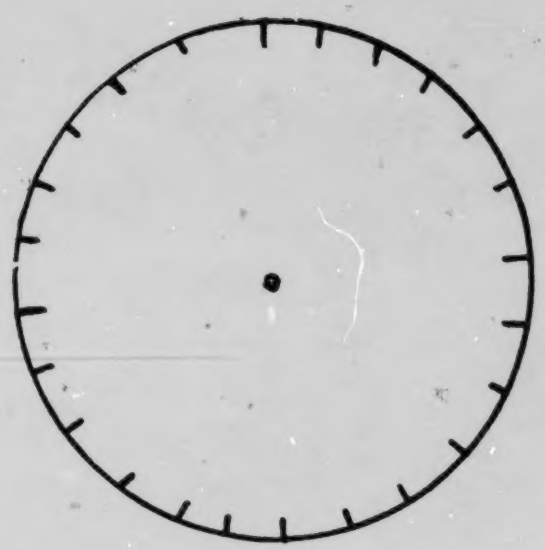
After students have read or heard the material, discuss it with them. Suggested questions:

1. Why is it sometimes hard to answer a simple question like "What have you been doing?"
2. What is the difference between "having" time and "making" time?
3. What things do students find it easy to "make time" for? What things are more difficult?
4. How does one "make time" for something? What does making time have to do with planning?
5. What are some activities for which planning and making time are important? Why is planning necessary for those activities?

Exercise 3. Making a Chart: What Do You Do All Day?

In this exercise, students will be asked to approximate the number of hours they spend each day doing the following: sleeping, school, homework, fun, working, and eating. They are encouraged to generate new categories for things they do which do not fall into one of these reas.

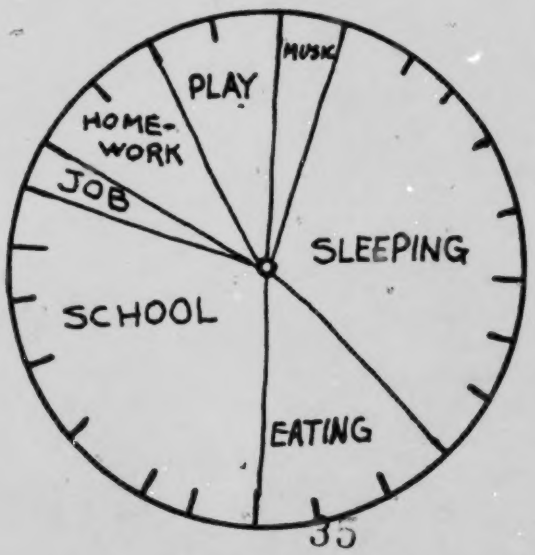
On the board, draw a circle and divide it into twenty-four parts, as shown in the picture on page 26 of this Guide. Instruct students to copy this circle twice, i.e., to make two such circles. Tell them to label one circle



(writing outside the circle) "How I Spend a Day During the Week," and label the other, "How I Spend a Day on the Weekend."

Explain that each circle represents one day, and each of the divisions represents one hour. They are going to show how they spend time on a typical week day and a typical weekend day by dividing each circle into sections, like pieces of a pie, and labelling each section. For instance, if they usually spend eight hours sleeping, they should mark off a section which includes eight divisions of the circle and label it SLEEPING. (Demonstrate this on board.)

They should also mark off appropriate sections for the following categories: eating, school, homework, play (sports, watching TV, being with friends, etc.), and job (if they work outside of school). You will probably want to write these categories on the board. Encourage them to include other categories as appropriate, such as reading, music, art, etc. It might be helpful for you to fill out a sample circle as shown below.



When you are sure students understand how to fill out circles, give them about ten minutes to do their own. Remind them to think about the differences between the way they spend their time on a typical week day and the way they spend it on a typical Saturday or Sunday.

After students have completed the exercise, stimulate discussion with some or all of the following questions:

1. After "sleep" and "school," what is the next largest amount of time devoted to?
2. What is the most noticeable difference between the week day circle and the weekend day circle?
3. What are some of the most common things found in the "fun" category?
4. (In approximate fractions) After you subtract school and sleep, what part of the circle is left?
5. What part of the circle would they like to devote more time to? less time?

Exercise 4. Making a Chart: What Do You Do All Week?

In this exercise, students will be asked to keep track of how they spend their time for one week, using the categories introduced in the previous exercise.

If possible, distribute duplicated copies of the chart form on page 37 of this Teacher's Guide. Or you may simply draw the chart on the board and have students make their own copies. Make sure that students see and understand the category symbols/abbreviations given at the bottom of the chart. Tell them they may add other categories if they wish, as they did on the circle charts. Explain that they are to write the symbol for (at least) one category in the space for each hour of each day during the next week. Make sure students understand how the chart is to be filled out before you go on.

Suggest that students keep their charts in a specific place (for instance, by their beds at home or in their desks at school) and complete them at a specific time each day. Stress that remembering to fill in the chart each day and keeping it in a certain place is, in itself, an exercise in planning.

Exercise 5. Analyzing a Chart: Stop and Think

For this exercise, students will need their completed week-long charts and a separate sheet(s) of paper. Explain that now they are going to study and think about, or analyze, the charts they have made. The result should them something about how well they plan their time, and it may give them some ideas about how they could plan their time better.

First, ask them to total up all the hours they spent during the week on each category. They should come out with 168 hours altogether, but tell them not to worry too much if they don't. It would probably help if you draw the following on the board:

S = SCHOOL _____

Z = SLEEP _____

F = FUN _____

W = WORK _____

H = HOMEWORK _____

E = EATING _____

OTHERS _____

\+ _____

TOTAL = 168 hours

When students have finished their totals, instruct them to answer the following questions on the same or another piece of paper. You may put the questions on the board, or you may read them to students and given them time to respond to each one.

1. What two things did you spend most of your time doing?
2. What would you like to spend more of your time doing?
3. What would you like to spend less of your time doing?
4. Think back to your "10 Things I Like To Do" chart. What did you say you wanted to be better in and spend more time on?
5. To be better at one of those things, how many hours do you think you should spend every week doing that thing?
6. Do you think that you use all of your time wisely, most of your time wisely, or little of your time wisely?
7. What have you learned about yourself during this Activity?
8. Write down one change in the way you spend time that you would like to make, in order to have more time to do something which is important to you.

When students have answered the questions, use them as a springboard for class discussion. Encourage students to carry out desired changes in the way they spend their time during the upcoming week.

Exercise 6. Writing In Your Journal: A Day in the Life

Suggest that students turn their minds to "far-away times and far-away places" by imagining that they are Indian boys and girls living about three hundred years ago. Suggest that they try to imagine how such Indian children spent their time and what they might have thought or felt about their parents, their lives, etc. The journal assignment is to write about the actions, thoughts and feelings of a typical day as if they were Indian boys or girls writing 300 years ago.

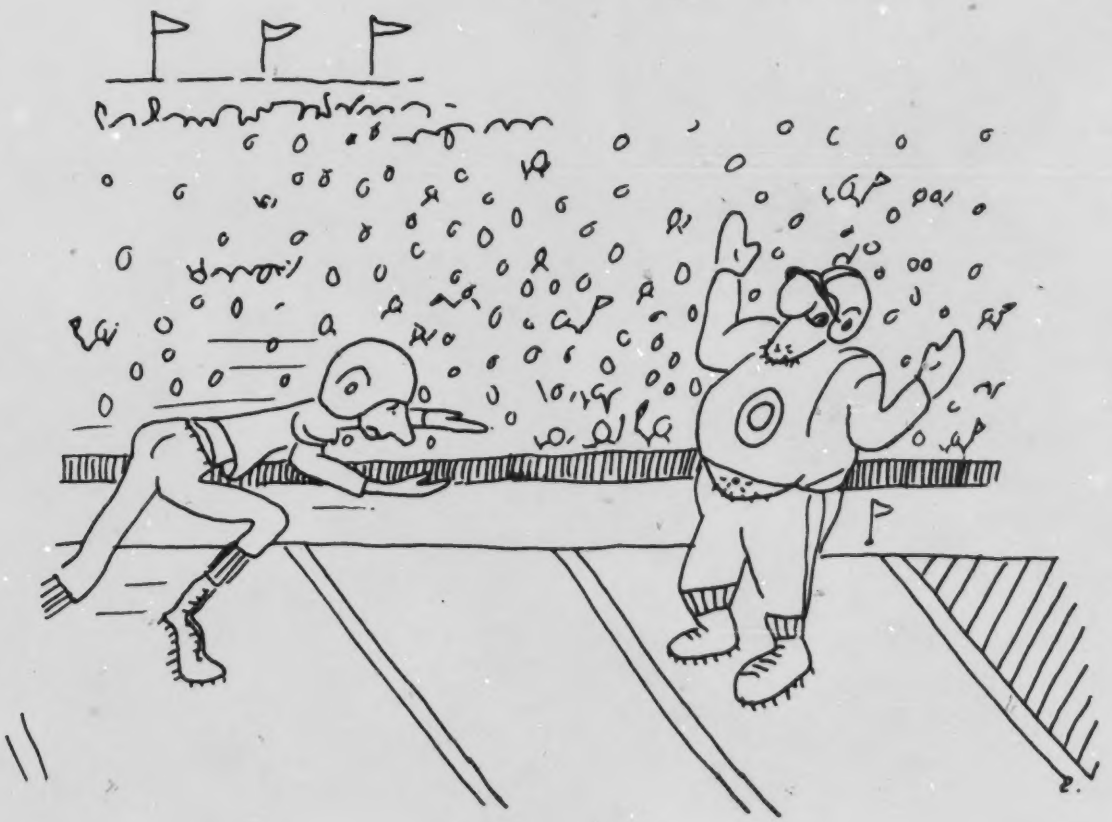
EXERCISE 1. READING: WHY IS PLANNING IMPORTANT

PLAN - a certain way to do or make something;
a program of action

words that mean about the same as PLAN:
SCHEME, DESIGN, PROGRAM, POLICY, OUTLINE

You may not know it, but you plan things every day. You may plan what you are going to wear, what you will do over the weekend, or how you will get your school work done in time. You plan for bigger things, too, such as what you will do over summer vacation, how you will become better in a sport, or what you will study next year.

Planning helps you put everything in order so that you will be able to do the things that are important to you in the best way you know how. If you want to learn to play a musical instrument you must first PLAN to practice every day. If you want to do well in school, you have to PLAN to study often. If you want to become good in a sport, you have to PLAN to exercise and practice.



There is another very important kind of planning that you should think about--planning for the future. You should begin to think about what you want to do when you get out of school, what kind of career would be right for you, and how you can get ready for that career.

Planning a career is not easy. There are so many things to think about. First, you have to decide what kind of career would be right for you. To do this, you have to think about yourself. What kind of work would you like to do? Would you rather work with people or with things? Would you rather work inside or outside? How much money do you want to make?

Once you have answered questions like these, you have to learn about all of the different kinds of jobs which might be right for you. Then, you have finally decided on which career seems best for you, you have to learn how to prepare for that career. Should you go to college? For how long? Can you get the training you need on the job? Where and how should you look for a job?

Even after you have picked a job that seems right for you, you have to figure out how good your chances are of ever getting that job. Keep in mind that, as time goes on, things will change. You will change. Jobs will change. What seems like a good job for you today may not seem that way five years from now. Jobs that are easy to get today may be hard to get later. It is hard to be sure that the job you have picked is really the right job for you.

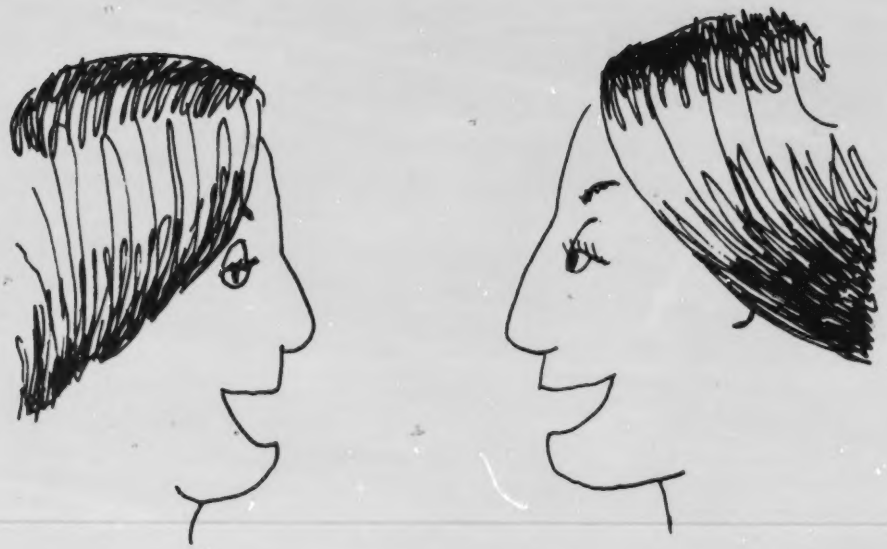
And that's one reason PLANNING is so important.

EXERCISE 2. READING: SPENDING TIME AND MAKING TIME

Susan and Lisa are good friends. But they have both been very busy lately. They haven't seen much of each other for a while. This morning they planned to have lunch together and talk.

Now it is lunchtime.

Susan and Lisa are sitting in the lunchroom at school. You can see their picture below. On the next page, you will find a short play. It will tell you what Susan and Lisa are saying to each other.



LISA: It's really good to see you again. Seems like ages since we last talked. What have you been up to?

SUSAN: Well, let's see...nothing much, I guess. The usual, you know...

LISA: Like what?

SUSAN: Um....well, ah...I went to the movies last Friday.

LISA: Oh, yeah? What did you see?

SUSAN: Um...I can't remember the name of the movie exactly, but it was really good. It was a science fiction movie, I think. Say, what have you been up to?

LISA: Oh, nothin' much...school, foolin' around, you know.

SUSAN: Yeah, seems like nothing much ever happens.

Sometimes a simple question like "What have you been doing?" can be very hard to answer. Lisa and Susan had trouble thinking of what they had been doing since they last saw each other. Has that ever happened to you?

Why do you think that people sometimes find it hard to say what they have been doing?

One reason might be that we become so used to the things we do every day - going to school, playing with friends, studying - that we often do them without really thinking about them.

For example, when you get up in the morning, you do certain things to get ready for the day. You decide what you are going to wear. You get dressed, eat breakfast, catch the school bus. You don't think about these things very much because you have done them so many times before. Can you think of other things you do without really thinking about them?

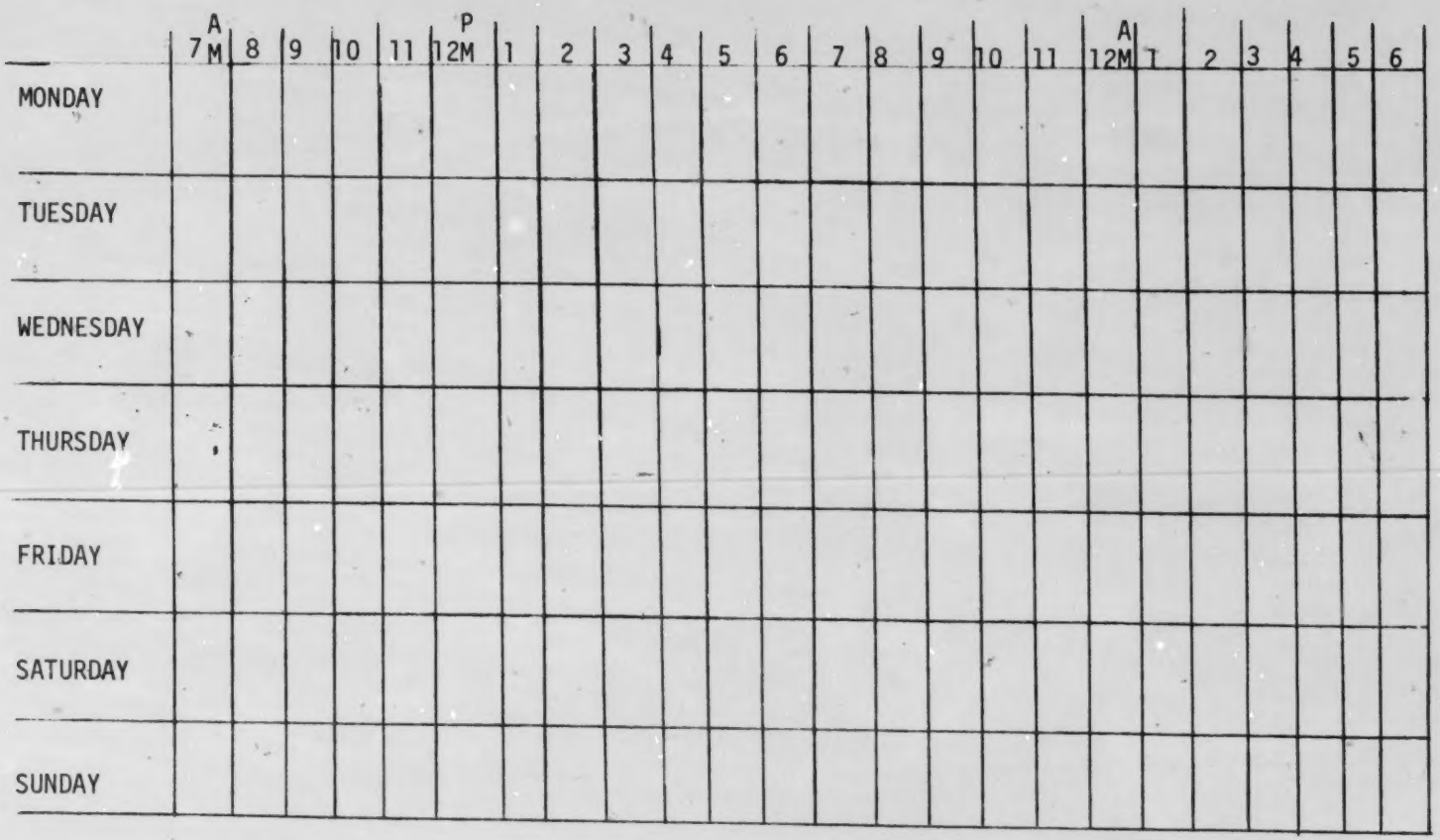
To learn how to PLAN for what you want, you have to start thinking about what you do with your time each day. Then you can begin to think about how you might want to change the ways you spend your time.

Have you ever said you can't do something because you don't have the time? Most of us have. But it's not a very good reason. We all have the same amount of time--twenty-four hours in each day.

Wanting to do something is not a matter of "having" time but of "making" time. If you want to do something badly enough, if it is really important to you, you will "make" time for it. You will decide to spend less time doing one kind of thing so you can spend more time doing something else you really want to do.

"Making" time means PLANNING. There are amy things which you cannot do well unless you make time for them. If you want to learn how to play the guitar, you have to PLAN to set aside some time each day to practice. If you want to get to know someone better, you have to PLAN to spend time talking and doing things with that person. Things like learning to play the guitar or making a new friendship don't just happen. You make them happen by planning to spend a certain amount of your time and energy on them.

WHAT I DO ALL WEEK



S = SCHOOL P = PLAY H = HOMEWORK M = MUSIC
Z = SLEEP W = WORK E = EATING B = HOBBIES

Activity 4.

6 Steps To Better Planning

GOAL: To help students understand the importance of a systematic approach to the development of effective planning skills.

OBJECTIVE: Students will identify and describe the six steps in planning and, given a situation, will construct a plan using the six steps.

WHAT STUDENTS WILL BE ASKED TO DO

- Read, discuss and review material which describes the "Six Steps to a Better Plan"
- Use the six steps to make a group plan, given a simulated situation
- Evaluate group planning effectiveness
- Plan a school and describe the plan in their journals

PREPARING FOR CLASS

If you have access to duplicating facilities and wish to do so, duplicate the reading on pages 43-52 of this Teacher's Guide. If possible, also duplicate one copy per group of the "Situations" pages (pp. 53-55 in this Teacher's Guide) and the "Planning Checklist" (p. 56 in this Guide), and one copy per student of the "How Well Did Your Group Plan?" sheet (p. 57 in this Guide) and of the journal exercise (p. 58 in this Guide).

PROCEDURE

Introduce this activity by asking students to think about the exercises they did in Activity 3. What did they learn about the importance of planning? Do they think they could plan their time better? How?

Tell students that planning, like many other things they do, is easier and more successful if they follow certain steps. People aren't "born" planners. Planning is a skill which must be carefully learned and practiced.

Remind them that in the first Activities of this unit, they explored the relationship between planning and their personal lives. In this Activity, they are going to learn HOW to become better planners. Throughout, encourage them to apply what they have learned about planning to the time charts they made in the previous exercise.

Exercise 1. Reading: Six Steps to a Better Plan

This is a long reading. You will probably want to break it up and discuss the six steps one at a time. If you duplicate the reading for students, you may pass the material out one section (step) at a time, or you may pass it out all at once but assign them to read it one section at a time. If it is not feasible to duplicate the material, you can read it to students one section at a time. In any case, it would probably be a good idea to talk over each step with students just after they have been exposed to it.

You will probably want to write the "Six Steps to a Better Plan" on the board during discussion. For your convenience, they are listed below. In talking with students, you probably should refer only to the questions, not to the underlined words.

1. What are you trying to do? (define task)
2. In what different ways can you do it? (generate alternative plans)
3. What do you need to do it? (identify resources)
4. What might keep you from doing it? (identify obstacles)
5. What is the best way to do it? (choose the best plan)
6. How well did you plan work? (evaluate planning effectiveness)

Some additional points for discussion are listed below.

In discussing Step 2, point out that different people have different ways of doing the same things. Ask students to think of something they all do and briefly discuss, or have students demonstrate, how they all do that thing differently--walking, writing, speaking or whatever. Yet point out that all the different ways work: all the ways of walking move one successfully from place to place, all the ways of speaking communicate ideas to other people, etc. Thus it is not surprising that different people will come up with different plans for accomplishing the same goal. Quite often, more than one of these plans--perhaps all of them--will work. Stress the importance of seriously considering, listening to, respecting all the different ideas before finally choosing one.

In discussing Step 4, ask students to volunteer instances of times they planned something and things didn't work out the way they had planned. Have them describe the obstacles that kept their plan from working and tell what they did about these problems, if anything.

In discussing Step 5, remind students that in this Activity and later ones they will have to choose the best plan as a group. Getting a group agreement or consensus may not be easy. Ask students for examples of times they had to work out a plan with a group and how they arrived at an agreement, if they did. Ask what they did when conflict developed, if it did. If students

have had units in this program which deal with Conflict, Cooperation, you might wish to recall some material from these units. Discuss the concept of compromise and stress its importance, but at the same time assure students that it is all right to be "different" and vary valuable to be able to express and defend one's opinion in a group. You may also wish to recall material from discussion on Group Planning at the beginning of this unit (pp. 7-8 in this Guide).

If time permits, you might discuss briefly the fact that Indian societies have been and are very group-oriented. Family and extended family or clan ties are strongly felt and respected. The very essence of traditional Indian societies, that of assigning roles and responsibilities to maximize the strengths of individuals for the survival of the group, personifies the concept of group interaction and identity. Tribal governments are, in many ways, more directly and purely democratic than modes of "representative" democracy found in contemporary society. Tribal council members are respected and revered. Concerted efforts are made to integrate each member's viewpoint into the final decision or plan.

In discussing Step 6, point out that in the remaining Activities in the unit students will be asked at various times to do two kinds of evaluation: (1) evaluating how well the group worked to make a plan (whether everyone's ideas were listened to, whether all the appropriate things were considered in making the plan, etc.), and (2) evaluating how well the plan itself worked (in those cases where a plan is actually carried out). Explain that evaluation should look both backward (trying to find out what went wrong) and forward (trying to find a better plan or a better way of working together). Remind students that failure, too, can be a learning experience and is nothing to be ashamed of. Remind them of the old saying, "If at first you don't succeed, try, try again." Ask them to recall experiences in which they failed at something, took another tack and tried again, and were successful the next time (or the time after that).

You may wish to point out that career plans, too, can fail or can require modification. Some people train, study, and prepare for a certain career only to find that, when they really get into it, it is not the right one for them. Other people enjoy certain jobs for years and then suddenly feel the need to change.

After students have read or heard all the material concerning the Six Steps to a Better Plan and have discussed it, they should be asked to review this material by answering the questions below. You could put the questions on the board, or you could read them to students. Students may answer orally or in writing, as you instruct them. If they answer in writing, allow them about 10-15 minutes to do so, and then discuss the answers with them.

1. What are the "Six Steps to a Better Plan?"

2. What are three things to think about or list in the third step ("What do you need to do it?")?

3. Name two kinds of problems which might keep a plan from working

4. What are some reasons why plans change?

5. What is one reason why it is important to find out how well your plan worked?

Exercise 2. Making a Plan

In this exercise, students will apply what they have learned about the six planning steps. They will work in small groups to make a task plan for a simulated situation. They will also evaluate their group's planning effectiveness.

If necessary, review the "Six Steps to a Better Plan" and/or write the steps (questions) on the board. Then have students divide into small groups. If you have duplicated the "Situations" sheets on pages 53-55 of this Guide, give one set of sheets to each workgroup; otherwise, read the situations to the class. If students read the sheets to themselves, you may need to help them with words such as ecology and myths.

When students understand the Situations, give them about five minutes to choose which Situation they want to work with. (Each group chooses one Situation. More than one group may choose the same situation.) Then give each group a copy of the Planning Checklist (p. 56 of this Guide) or write the checklist on the board and have them copy it. Instruct them to choose one person per group to write the group's plan down according to the form on the checklist.

Allow students about 20-25 minutes to make, discuss, and record their plans.

After students have finished making plans, point out that they can't do the sixth step in the planning process--deciding how well their plan worked--because they have not actually carried out the plan. However, they can decide how well their group worked together to make the plan, and that is what they are going to do now.

Give each student a copy of the "How Well Did Your Group Plan?" sheet (p. 57 of this Guide), or write the questions on the board and have students copy them. Give students five or ten minutes to answer the questions by themselves, and a few more minutes to discuss their feelings with their groups. Then, if you wish, open the discussion to the entire class. Encourage students to share both their plans and their feelings about ways groups worked together. If two groups worked on the same situation, it might be interesting to compare the plans they made.

If any students are sufficiently enthusiastic about the situations, encourage them to go ahead and carry out their plans.

Exercise 3. Writing in Your Journal: Plan Your Own School

In this exercise, students are urged to "plan their own school" and write about their plans in their journals. Distribute copies of the journal exercise (p. of this Guide) or read the exercise to students. You may assign the exercise as homework, provide students with class time to work on it, or simply encourage them to work on it when they have the time and inspiration.

EXERCISE 1: READING: SIX STEPS TO A BETTER PLAN

1. What are you trying to do?
2. In what different ways can you do it?
3. What do you need to do it?
4. What might keep you from doing it?
5. What is the best way to do it?
6. How well did your plan work?
SIX STEPS TO BETTER PLANNING

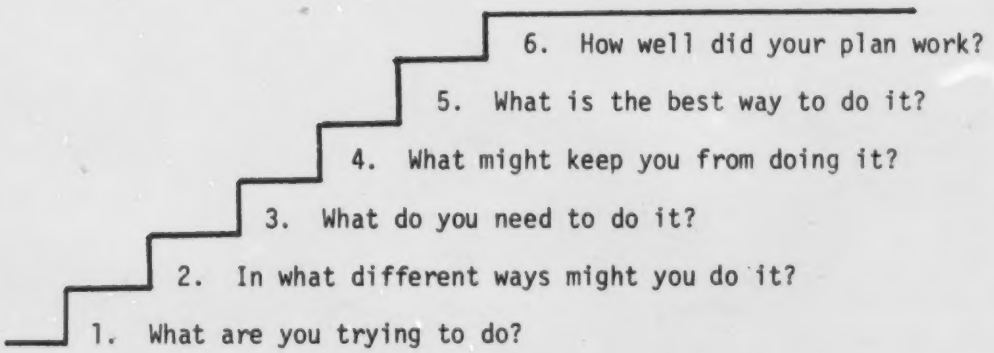
You have thought about what you do every day. You have thought about how you might use your time better. Now you are ready to learn HOW to plan to use your time and energy so you can do the things you really want to do.

Planning is a lot like baking a cake. You do both in several steps. First, you have to decide what you want to do: you decide to bake a cake rather than cook a stew or play baseball. Then you find out some of the different ways you can do it; you look at the recipes in the "cakes" part of a recipe book. For each recipe, you see what things you need to do it--sugar, eggs, a round pan or whatever. You also try to think what problems you might have with each recipe. For instance, one might take more time than you can spend, while another might ask you to make an egg meringue (fluffy topping), which you don't know how to do.

After you've looked over a number of recipes, you decide which is best for the kind of cake you want. Then you follow that recipe and make the cake. When you bite into your cake, you find out how well your plan worked.

Whether you are planning to bake a cake or planning to become a doctor, you can use these same six steps in making your plan. Each step is a question you ask yourself, or your group asks itself, while you make the plan. If you ask and answer these questions in order, you should be able to make a plan that works.

Here are the six questions. (Start with the bottom step.)


6. How well did your plan work?
5. What is the best way to do it?
4. What might keep you from doing it?
3. What do you need to do it?
2. In what different ways might you do it?
1. What are you trying to do?

Let's look more closely at each of these steps.

1. <u>What are you trying to do</u>?

What, exactly, do you want to happen as a result of your plan? What is your GOAL? It often helps to write down the answer to this question so you can see it as well as think about it. If you are planning with a group, make sure everyone in the group agrees about what you are trying to do.

2. In what different ways might you do it?

Try to think of all the different ways you could do what you want to bet done. You will probably be able to think of several ways. If you are in a group, the different members of the group are sure to have different ideas about how to do the job you have agreed on.

For instance, imagine that you are part of a group of students who are unhappy about the way your school looks. Your group agrees that too many students are careless about cleaning up after themselves. They leave brown bags in the lunch area and drop candy wrappers in the halls. You all want to make the students be more careful and neat so that the school will look better.

Now your group gets together to talk over this problem. Each person in the group has a different way of solving it. One person thinks the group should paint trash cans with designs and sayings about how important it is to clean up. Another person suggests that the group make colorful posters and put them up around the school. You think the group should put on a funny play, with characters like Willie Waste and Lotta Litterbug, which would get the students to change their ways by making them laugh at themselves.

So many good ideas! What will you do with them?

Don't waste any of those ideas. Talk about each one. Listen carefully to what each person in the group has to say. Write down each idea.

As you talk about the ideas, outline the details of each plan. Think of what will have to be done for each. Some plans take a lot more time and energy than others. Some may take more time and energy than your group can give. Remember that a simple plan (in terms of time and energy) can sometimes do nearly as much as a plan that takes much more time and energy.

3. What do you need to do it?

Now list everything you will need for everything you will need for each of the plans outlined in Step 2. Think about three kinds of things you will need: people, things, and time.

PEOPLE. You will need people to do the work on your project, of course. But how many people? And what kind of people? What skills and talents will people need for this work? Who do you know that has those skills and talents? Has anyone in your group done this kind of work before? If not, to whom can you go to find out more about it?

THINGS. You will usually need three kinds of "things" for a project: equipment, supplies, and money. Equipment means things like machines and tools. Supplies means things like paper and paints. When you think about "things" for each plan, you should also think about who will be in charge of getting these things, where the things can be found, how much they will cost, and how long it will take to get them.

TIME. Figure out how much time you will need to do each part of each plan. Deos your group have that much time? Later, when you have decided on which plan to use, you should set up a time chart and assign each person in the group to finish certain jobs by certain dates. You may not always get everything done by the dates on your time chart, but at least you will have an idea of when certain things should be finished. As you know, many people work harder when they have to get something done by a certain time. How often have you put off a bid school assignment and then worked very hard at the last minute to get it done in time?

4. What might keep you from doing it?

Now write down all the possible things which might keep you from doing each of the plans that have been suggested.

The same kinds of things you need to do your project are the kinds of things that can give you trouble: people, things, and time.

PEOPLE. Is there anything about you or the other members of your group that might make it hard to carry out a plan? Do some of you have trouble getting along with each other or finishing a job? What if someone gets sick or quits? Think about people outside your group who might cause trouble, too. For instance, suppose the school principal won't give you permission to paint the trash cans.

THINGS. Which of the things you need might be hard to get? Which might cost more money than your group can spend?

TIME. Can your group really do the things you have listed in the time you say you will? And is your group willing and able to spend enough time to do the work well? Don't think about what you wish you could do. Think about what you can do and will do.

5. What is the best way to do it?

Now that you have decided what you want to do, thought of several ways to do it, listed the things (and people and time) you will need and the problems you might meet, you are ready to choose the best plan for the job. The best plan is the one that best fits the people, things, and time you have and that has the fewest problems connected with it.

For instance, if you're part of that school clean-up group, you may decide that you want to decorate the trash cans instead of making posters or putting on a play. You may decide this because you have found that you can get paints but you can't get poster board, or because your group has several artists but no actors.

Once you have decide on a plan, write down exactly what the plan is. Make sure everyone in the group understands it clearly.

6. How well did you plan work?

All right, you've decided on your plan. You've carried it out. Now you're all done, right?

Wrong. You have one more thing to do. You have to look back at your plan and see how well it worked. If it let you do what you started out to do without too much trouble, it worked well. But if you did not succeed in what you wanted to do, then you should look at your plan again and try to figure out why it didn't get the job done.

For instance, if the clean-up crew's pretty trash cans are soon filled with litter and the school begins to look cleaner, then the group's plan worked. But if the school is as messy as ever, they will have to think of another plan for trying to get the other students to clean up the school.

Remember, not all plans work the first time. One very important thing about planning is learning from your mistakes. Sometimes you will have to try several different plans before you find one that works.

Planning never really stops. When one plan doesn't work, you begin working on another. As you grow and change, your plans grow and change with you.

SITUATIONS

As a group, work out a plan for one of these situations.

1. You are studying ecology in science class. Your teacher assigns several groups of students to think of ways your school could save energy. Think of a plan to save energy in your school.

2. You have been in school several months now and are tired of the blank walls and colorless classrooms. Design a plan to make your school more interesting and colorful.

3. Your American History textbook begins with Columbus's "discovery" of American in 1492. As an Indian, you do not think this is fair. Work out a plan for presenting the story of America in a way that brings out the important part which Indians played in the history of this country.

SITUATIONS

4. In English class you have been studying myths and legends. you and a group of your classmates are going to learn about Indian myths and legends and present one of these stories to the class. Plan how to do this.

5. In history class you are studying Indian culture. You and a group of your classmates have decided to find out more about what it was like to live in an Indian tribe many years ago. You will then present to the class the things you have learned. Work out a plan for finding out this information and presenting it to the class.

6. You and a group of your classmates are going to design a "product of the future." It might be a car that runs on solar (sun) energy, or a teaching machine that replaces all teachers, or anything else you can think of. Think of a product, draw it, and plan how you might make it or sell it.

SITUATIONS

7. You and a group of your friends want to find out for yourselves, "first hand," what it is like to be a teacher. Plan how to do this.

8. You and a group of others want to find out more about the Bureau of Indian Affairs (BIA). What does it do? Who are its leaders? Work out a plan to find out more about the BIA and to present what you learn to other students.

9. You and a group of other students want to find out how fast you read, how much of what you read you can remember, and how you can become better readers. Make a plan for finding out all these things.

10. You and a group of friends want to find out what your Indian ancestors did "for fun" (sports, games, social activities). Plan how to find out this information and how to present it to the class in a "fun" way.

PLANNING CHECKLIST

One person should write down the group's plan on a separate sheet of paper. To do this, he or she should answer each of the following questions.

I. What was the SITUATION?

II. What was the group's PLAN?

A. What were you trying to do?

B. What different ways to do it did you think of?

C. What did you need to do each plan?

1. PEOPLE

2. THINGS (equipment, supplies, money)

3. TIME (how long would each plan take?)

D. What might have kept you from doing each plan?

E. What plan did you finally choose and why?

HOW WELL DID YOUR GROUP PLAN?

On a separate sheet of paper, answer the following questions.

1. Are you pleased with the plan your group agreed on? Do you think it is really the best plan? Why or why not?

2. Did the group use your ideas? How might they have used your ideas better?

3. Did you have enough chances to take part in group planning? If your answer is not, why not?

4. Do you think the group listened to the ideas of (a) all of its members? (b) some of its members? (c) only one or two of its members?

5. How well did the group work together?

6. Name one thing the group might have done which would have helped it work together better.

EXERCISE 3: WRITING IN YOUR JOURNAL

Plan Your Own School

All students, at one time or another, complain about their schools. They may not like a certain subject, a certain teacher, or a certain piece of homework. Or they may just not like school, period!

Now's your chance to do something about it. Plan your own school. How would it be different from the one you are in now? Would it be the same as your present school in any way?

Here are some things you might want to think about when planning "The Perfect School."

1. How long would students go to your school? How many hours a day? How many years?
2. What subjects would you offer? (Can you think of some things you would like to study that are not offered now in your school?)
3. Would students have to study certain subjects, or could they study just what they wanted to?
4. Would your school have grades (A, B, C, D, F) or no grades?
5. What would the school itself look like? Would it be divided into different classrooms? Would it be indoors or outdoors?

O.K. Ready, set, PLAN YOUR OWN SCHOOL! then write about your ideas in your journal.

Activity 5.
Curses! Foiled Again!

GOAL: To help students understand the importance of revising or changing plans to overcome unforeseen obstacles.

OBJECTIVE: Students will play a game in which each group makes a plan, encounters obstacles, and revises their plan to overcome those obstacles.

WHAT STUDENTS WILL BE ASKED TO DO

- Read and discuss material that explains why plans fail
- Develop a plan for a given task
- Think of obstacles to another group's plan
- Develop a new plan which overcomes obstacles set up by another group
- Evaluate group performance in planning
- Read an Indian legend about a hero who overcomes obstacles and write legends of their own in their journals

PREPARING FOR CLASS

If you have access to duplicating facilities, you may wish to duplicate one copy per student of the introductory reading (pp. 64-65 in this Teacher's Guide) and the Journal exercise (pp. 74-75 in this Guide).

If possible, you should also duplicate one copy per group of the Task Descriptions sheets (pp. 66-68 in this Guide), the Directions sheet (p. 69 in this Guide), the "Example of a Plan" sheet (p. 70 in this Guide), the "Example of a Foiled Plan" sheet (p. 71 in this Guide), the "Example of a New Plan" sheet (p. 72 in this Guide), and the "Review: How Well Did We Plan?" sheet (p. 73 in this Guide).

PROCEDURE

Begin by reviewing the "Six Steps to a Better Plan" which were introduced in Activity 4. You probably should write them (questions only) on the board so that students can refer to them during the Activity. The steps are as follows:

1. What are you trying to do? (define task)
2. In what different ways can do it? (generate alternative plans)
3. What do you need to do it? (identify resources)
4. What might keep you from doing it? (identify obstacles)
5. What is the best way to do it? (choose best plan)
6. How well did your plan work? (evaluate plan effectiveness)

Tell students that in this Activity they will be concentrating on Step 4: Identifying problems or obstacles and overcoming them. (You may want to introduce the word obstacles at this time.) In this case, however, they will not identify obstacles to their own plans. Instead, they will invent obtacles for someone else's. Then they will have to think of ways to overcome obstacles which another group has invented for them.

If students wonder about the title of this Activity, ask if anyone has seen old cartoons on television which the villain curls his mustache and says, "Curses! Foiled again!" If so, ask at what point in the story the villain usually says this. If students are not familiar with this idiom, explain that the villain usually says this just after the hero has foiled the villain's evil plan, or stopped it from working. Nobody's plans will be evil in the game students are about to play, of course.

Exercise 1. Reading: Why Didn't It Work?

This introductory reading describes reasons why plans sometimes don't work. Distribute copies of the reading (pp. 64-65 in this Teacher's Guide), or read the material to students. If the material cannot be reproduced, try to pass the book around so students can see the cartoons, or draw the three cartoons on the board.

After students have read or heard the material, lead them in a short class discussion. Begin by talking about the cartoons. Ask, "What was the plan in each cartoon? Why didn't the plan work?"

In one cartoon a man has placed an umbrella over him which is supposed to shield his body from the sun's scorching rays. But the umbrella is not large enough. His plan was to spend a pleasant day at the beach without burning, but it was foiled by his lack of proper equipment. Ask students if they have ever planned a relaxing day in the sun that ended with painful reminders of the sun's power.

In another cartoon, the mouse plans to get the cheese. Alas, he is caught in the proverbial trap. As students to think of something they have gone after which led them into some sort of "trap." Ask them what they learned from that experience.

The third cartoon is a "silly" one which pictures "Jake the Electrician" fixing a faulty light which (for some inexplicable reason) is emitting water rather than light. Ask students if they have ever planned to fix something and ended up facing an entirely new problem.

Next, discuss the material on the second page of the reading. Ask students if they can think of examples (from their own experience) of plans that failed because of problems with people. Discuss some of the examples. Then ask if they can think of examples of plans that failed because of problems with things. Discuss some examples. Finally, ask if they can think of some plans that failed because of problems with time. Discuss these too. Ask if students can think of any other kinds of problems which may spoil plans. If they can, discuss these as well.

Exercise 2. Playing a Game: Curses! Foiled Again!

Explain that students are now ready to begin playing a game, "Curses! Foiled again!"

First, have students divide into their workgroups (try to make sure there is an even number of groups). Explain that in this game, each workgroup will choose something to do (a task) and make up a plan for doing it. Then, after the group has thought of an outlined a plan, they will give their plan to another group. That group will think of things which could keep the first group's plan from working. At the same time, the first group will be hard at work on the second group's plan, trying to think of things that will keep their plan from working.

Finally, each group will get its own plan back. Then it will make up a new plan which will solve the problems (overcome the obstacles) that the other group set up to "foil" them. When all the groups are finished, each group will talk about how well it did its planning and how well it overcame the obstacles that the other group set up.

Now pass out a copy of the Task Descriptions sheets (pp. 66-68 of this Guide) to each group, or read the material to the class if it cannot be duplicated. If students read the material themselves, you may have to help them with words such as pollution.

When students have read the descriptions, tell each group to choose the task they would most like to plan for, and also to keep in mind a few other tasks they would like in case they cannot have their first choice. Allow 10-15 minutes for reading descriptions and deciding on tasks. At the end of that time, note the task each group has chosen. It is important that each group work on a different task, so you may have to assign some groups to their second choices.

Now pass out copies (one per group) of the Directions (p. 69 in this Guide) and of the "Example of a Plan" sheet (p. 70 in this Guide), or draw this material on the board. Tell each group to choose one person to write their plan down as shown in the example.

Tell students they will have fifteen or twenty minutes to work out a plan for carrying out the task they have chosen. As students plan, circulate around the room and answer any questions they have.

Exercise 3. Making Obstacles for a Plan: Foiling

When groups have finished their plans, tell them they are now ready for the second part of the game, "Curses! Foiled Again!" In this part of the game they will act as "preventers" or "foilers." They will think up obstacles for another group's plan--that is, reasons why the plan might not work.

Assign the groups to work in pairs. Instruct the groups in each pair to exchange theif finished plan sheets. Each group should then read over the plan it has been given and talk about ways to "foil" the plan. The group writer should write these ways on a "foiler" sheet like the example shown on p. 71 of this Guide. If possible, give each group a copy of this example sheet; otherwise, draw the example on the board.

As before, allow 15-20 minutes for the exercise and circulate through the room as students work.

Exercise 4. Making a New Plan

In this exercise, the third part of the game, students will get their own plans back, along with the list of obstacles worked out by the other group, and will have to work out a new plan to overcome those obstacles.

When students have finished their obstacle lists, have the groups exchange so that each group gets back its original plan plus the obstacle list worked out by the other group. Tell students to read over the "foiler" sheets and then work out a new plan which will overcome all the obstacles that the other group thought of. If possible, give each group a copy of "Example of a New Plan" (p. 72 in this Guide); otherwise, draw the example on the board. Instruct students to write their new plans in the same form as the example. Give them another 15-20 minutes to work out their new plans.

When the game is completed, recall its purpose, which was to give the groups practice in changing plans to meet and overcome unexpected obstacles--an extension of Step 4 in the planning process. If time permits, you might have groups exchange again so that each group can see how its obstacles were overcome. You might also want to discuss some of the group plans, obstacles, etc. with the whole class. You could pass around the "Curses! Foiled Again!" planning sheets or display them on a bulletin board so all groups can share what they did.

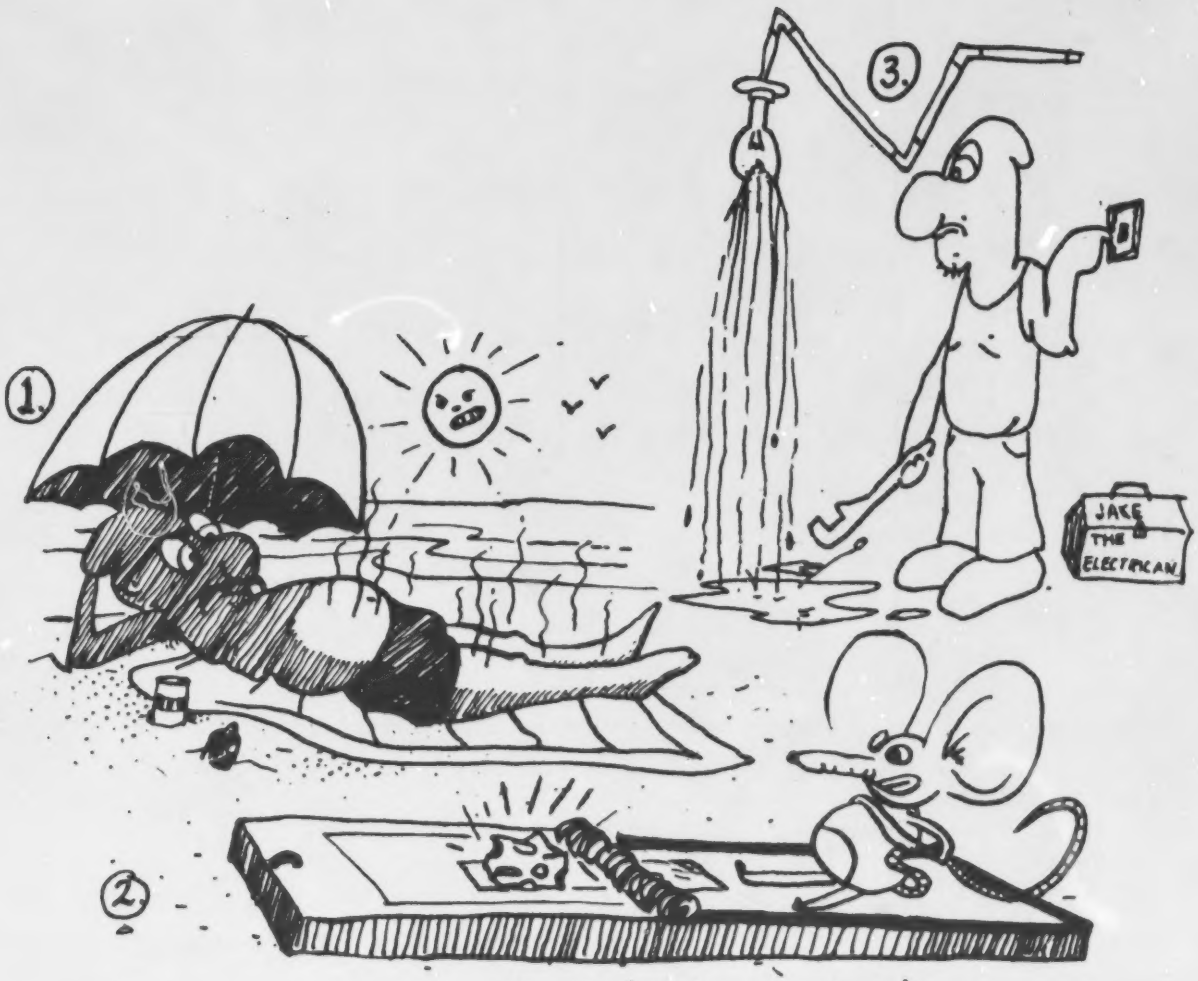
Exercise 5. Review: How Well Did We Plan?

When students have finished playing the game, discussing their plans, etc., give each group a copy of the "Review: How Well Did We Plan?" sheet (p. 73 of this Guide); or write the questions on the board and give the instructions orally.

Remind students that each group is to discuss and answer the questions as a group. If you wish the answers to be recorded, instruct the students to choose someone from their group to write the answers down. When groups have finished discussing the questions, discuss the questions briefly with the whole class. Remind students that evaluation, which they have just been doing, is the final step in the planning process.

Exercise 6. Writing In Your Journal

Pass out copies of the journal exercise (pp. 74-75 in this Guide) or read the material to students. Discuss what the material asks them to do (read an Indian legend about a hero who overcomes obstacles and then write a similar legend of their own). You may wish to assign this exercise as homework, provide students with class time to work on it, or simply encourage them to work on it when they have the time and inspiration.



EXERCISE 1. READING: WHY DIDN'T IT WORK?

Have you ever planned to do something and then, for one reason or another, it never happened? Sometimes even the most carefully-made plans don't work. What are some reasons why plans don't work?

Study the cartoons at the top of this page. What was "the plan" in each? What happened to keep each plan from working?

There can be lots of reasons why even good plans don't work. First of all, when your plans involve other people, there's a chance they may not work. The other people may get sick, or be too tired, or not have enough money, or have something else to do at the last minute.

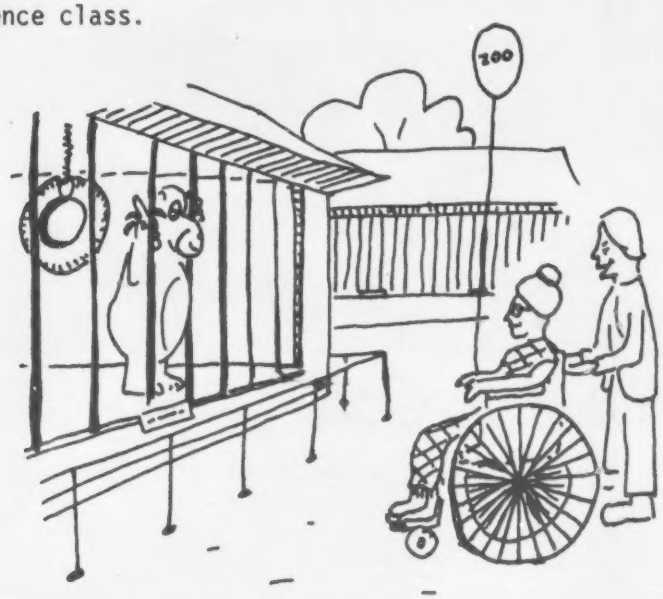
If your plans involve things, such as cars, machines, or supplies, you may run into trouble there too. The things may break down, or you may not be able to get them when you want them.

If your plans involve time, you may find that you do not have the time, or that there are other, more important things you have to do with it instead.

Think of something you planned to do that did not happen the way you planned it. Now think of the reasons it did not work out as you expected. Share with the rest of the class some of the problems you ran into.

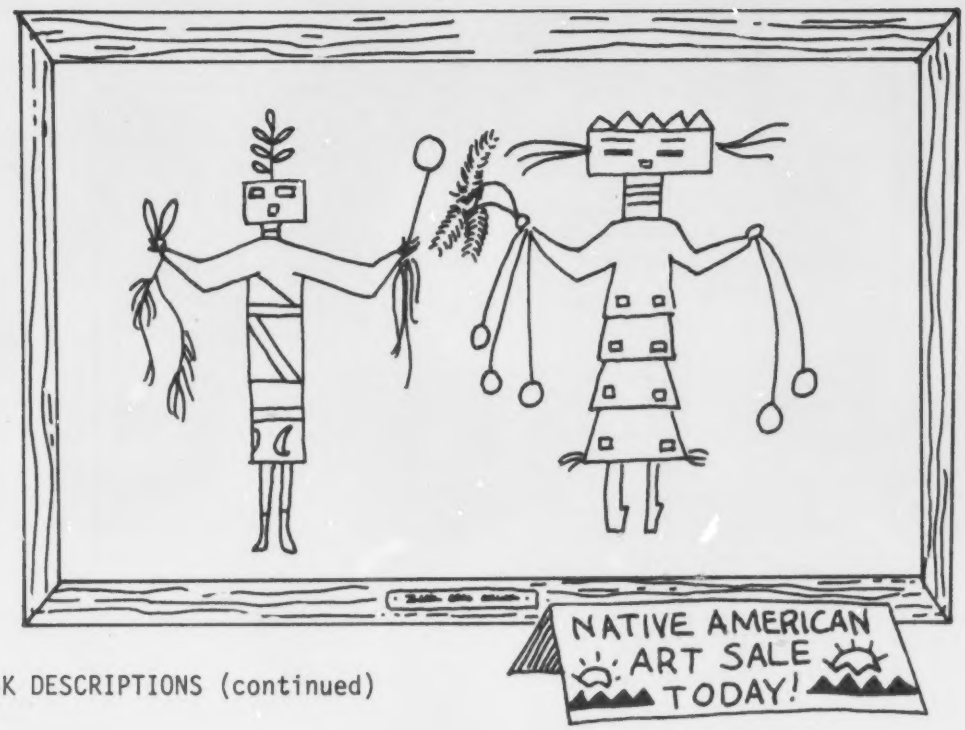
TASK DESCRIPTIONS

1. You are a member of a group of students who want to spend some time helping other people (for example, sick people, old people, or young children). Decide on what group of people you wish to help. Plan how, when, and where you will help them.
2. Your class would like to send one of its members to a two-week summer camp. Plan an activity which will earn money to pay for the trip to camp.
3. Your science class has been studying pollution. You and a group of your friends would like to find out about some of the pollution problems in the area where you live. Plan ways to do this. Also think of an interesting way to share your information with your science class.



TASK DESCRIPTIONS (continued)

4. You and a group of friends are all from the same tribe. You would like to know more about the history of your tribe. You also want to share this information with your history class. Plan how to gather the information and also an interesting way of presenting the information to your class.
5. You and a group of students would like to make a picnic area near your school. You could go there on nice days to eat your lunch or just talk to your friends. Plan how to arrange for and set up the picnic area.
6. You and a group of your friends are interested in getting into better physical shape. Plan activities which will help you become stronger and healthier.
7. You are studying careers. You and a group of other students would like to find out more about certain jobs that interest you. You want to find out about them first-hand, by visiting places of work and talking to people who actually work at the jobs you want to know about. Choose two different jobs and plan how you are going to find out about them.



TASK DESCRIPTIONS (continued)

8. You and a group of your friends would like to have a bake sale to raise money for your class. Plan this activity.

9. Your class is studying the history of the American Indian. Your group is supposed to learn about American Indian art. Plan how you will find out more about Indian art and how you will share this information with your class.

10. You and a group of friends would like to know more about Indians who have entered professions such as medicine, law, and business. You would like to know how they planned for their careers. You want this information first-hand, from the people themselves. Plan a way to get this kind of information.

DIRECTIONS FOR MAKING A PLAN

1. Copy the description of your group's task onto the top of your planning sheet. Write it down just as it appears on the description sheet. This task or job is what you are trying to do.
2. Talk about how you might do this task. Listen to the ideas of every person in your group. Have the writer write down these ideas on a second sheet.
3. Decide on all the things you will need to carry out each plan. Have the writer write these things down on the second sheet. Each list should include all of these things:
   a. Things (supplies, money, equipment)
   b. People (who will do what?)
   c. Place (where will you work?)
   d. Time (how often will you work? How long will you work each time? When will you be finished?)
4. Talk about problems you might meet as you do each plan. Notice which plans have the fewest problems.
5. Decide on the best plan for your task. Have the writer write down the plan on the main planning sheet, following the form on the "Example of a Plan" sheet. Include the things you will need for the plan you chose.

EXAMPLE OF A PLAN

Task Description: The halls and ground of your school are becoming more and more littered. You and several of your friends are worried about this. You want to plan something which will make the students of your school more aware of the problem.

Plan: To make students more aware of the litter problem in our school, we will decorate the trash cans and put up "Don't Be a Litterbug!" posters.

What We Will Need

1. Things	many different colored paints posterboard
2. People	Sue will make the designs on the trash cans Dick will get supplies from the art teacher Mary will clear our plan with the principal
3. Place	the art room to work in after school
4. Time	2 hours every Monday, for three weeks

EXAMPLE OF A "FOILED" PLAN

Needs	Planners	Foilers
1. Things	many different paints posterboard	there are only yellow and black paints no posterboard
2. People	Sue will make designs on trash cans Dick will get supplies from art teacher Mary will clear plan with the principal	Sue is sick with a cold for one week art teacher can't give supplies without OK from principal principal says OK but says a teacher must work with you
3. Place	the art room to work in after school	the art room is already being used
4. Time	2 hours every Monday for three weeks	on the second Monday only two people show up to work

EXAMPLE OF A NEW PLAN

Needs	"Foilers"	New Plan
1. Things	there are only yellow and black paints no posterboard	two group members have paint at home everybody chips in 50¢ to buy posterboard
2. People	Sue is sick with a cold for one week art teacher can't give out supplies without OK from principal principal says OK but says a teacher must work with you	Mary can draw too; she works while Sue is sick get an OK from principal Mr. Durow, the science teacher, agrees to help us
3. Place	the art room is already being used	use Mr. Durow's room
4. Time	on the second Monday, only two people show up to work	work one extra week and talk about why almost nobody came

EXERCISE 5. REVIEW: HOW WELL DID WE PLAN?

Now, think about how well your group planned and how well it overcame the obstacles that the "foilers" set up for you. As a group, talk over each of the questions below. Assign one person to read each question out loud. Then talk about it. Keep your talk short and to the point. If your teacher tells you to, choose someone from your group to write down the answers your group agrees on.

1. How well did your group plan its task?

2. Did everyone in the group take part in the planning?
   If not, why not?

3. Can you think of some things which might keep your second (new) plan from working? What might you do about those things?

4. What other ways might you have done your task?

5. What did you learn from this Activity?

EXERCISE 6. WRITING IN YOUR JOURNAL

A Hero Legend

Many Indian legends told how heroes overcame great obstacles to help their people. Indian children heard these stories over and over as they grew up. Whether or not the children believed the stories had really happened, they learned from the stories to have pride in themselves and their people. They learned to be brave and not let any kind of problem stop them.

One story tells how Deer worked out a clever plan to get fire from an old man who didn't want to part with it. Many tribes on the Northwest Coast told this story.

Long ago, none of the people or animals had fire. They were always cold, and they had to eat their food raw.

Just one old man and his daughter had fire, and they wouldn't share it with anyone. The old man built a magic door on his house that would crush anyone who tried to get in.

"Never mind," said Deer. "I'll get in, and I'll bring back fire so everyone can have some."

Deer tied wood shavings in his hair. He smeared them with pine pitch so they would burn easily. Then he went to the old man's house, singing and dancing.

Deer was a fine dancer. The old man's daughter saw him and said, "Please, Father; let him come in and dance for us."

"I don't want to," the old man said. But at last he gave in. The magic door tried to crush Deer, but Deer hopped inside so quickly that it could not touch him.

"You may dance for my daughter, but don't go near our fire," the old man said. All the fire in the world was in the center of that room.

"All right," said Deer. He began to dance. At first he was far away from the fire. But each time he circled around the house, he got closer. At last he was so close that the shavings in his hair caught fire.

"Goodbye, now!" said Deer. Once again he leaped through the magic door. He ran back to his people with the fire blazing in his hair. He gave some to everyone, and since that day, all our people have had fire.

Now, try writing your own Indian hero legend. Here are a few ideas. You can choose one of them or make up your own.

"How the Twins Got Away from the Owls"

"How Raven Got Light from the Sun"

"How the Boy Passed Three Tests"

"How the Man Got Out of the Mountain"

Activity 6. Stranded

GOAL: To help students understand the importance of group planning and group decision-making.

OBJECTIVE: Students will take assigned roles and, acting within those roles, will make a group plan for surviving in the desert.

WHAT STUDENTS WILL BE ASKED TO DO

- Act out roles in a simulation exercise
- Discuss alternative plans
- As a group, decide on the best plan for a simulated situation
- Evaluate effectiveness of their group planning and decision-making

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate one set of role sheets (pp. 82-86 of this Teacher's Guide) and one Watcher's Checklist (pp. 87-88 of this Guide) per group.

You may also wish to duplicate a copy of the role-play Situation (pp. 80-81 of this Guide) for each student, or at least for each group, and a copy of the Journal exercise (p. 89 of this Guide) for each student.

PROCEDURE

In this Activity, students will apply what they have learned about individual and group planning to an imaginary situation. They will have a chance to play roles and to make group decisions which integrate conflicting ideas.

Begin by asking students if they have ever been lost in a crowd, in a bus station, in an unfamiliar city, etc. Ask them to explain how it happened, how they felt, and what they did about the situation.

Tell students that in this Activity they will pretend to be part of a group which is lost or stranded in the desert. Ask if anyone has been to the desert. If anyone has, ask the person to describe the conditions there--temperature, availability of water, etc. Ask students what problems someone stranded in the desert might face, and what might be done about those problems.

NOTE: if your students are from the desert, you might consider revising a similar Activity about being lost in the city!

Exercise 1. Acting in a Play: Lost in the Desert

Tell students to divide into their workgroups. If possible, for this Activity, groups should consist of six people each (five role-players and one Watcher). If this cannot be arranged, you may leave out one of the roles (don't leave out role #4, however) or assign more than one Watcher to a group.

Explain that in each group, one student will be a Watcher and make notes about what the group does. The other five members of the group will be acting, or playing roles (parts) in a kind of play. They will not be given any lines to say, but they will each be given a sheet that explains what their character thinks and what his/her plan is for the play situation. They can then make up their own lines.

Pass out a copy of the play Situation (pp. 80-81 in this Teacher's Guide) to each student or each group, or read the Situation to students. If you read the material to students, you should probably list on the board the items which the group in the desert has (canteens, flashlight, etc.). If students read the material to themselves, be sure they understand the meaning of "compass," "canteen," etc. Answer any questions they have about the situation, but do not get into a discussion about what should be done about the problem.

Explain that each role or character in the play will have a different plan for surviving in the desert. Role-playing students should study their characters' plans carefully so that they can explain them clearly to the others. Each should try to think of new reasons why the others should agree with his/her character's plan. HOWEVER, if or when he/she thinks one of the other students/characters has a better plan, he/she may abandon his/her own plan and agree with the other person. Students should be told that one character's plan, and only one, is the best one for the situation; they should try to guess which it is.

Have each group choose a Watcher (more than one, if necessary). Then instruct the remaining group members to "count off" from one to five. Give each role-playing member a copy of the role sheet that corresponds with his or her number. Instruct the students to read *only* their own role sheets. If they read one another's, they will "spoil the game."

While role players are studying their roles, give each Watcher a copy of the two-page Watcher's Checklist. Meet with all the Watchers briefly, as a separate group, to discuss their responsibilities. Tell them they will need to listen carefully to each person in the group. They should try to figure out what each person's plan is at the *beginning* of the "play" and whether (and how) that person changes his/her plan by the *end* of the play. Review the symbols or abbreviations to be used in noting down the positions:

S = stay where we are
W = walk toward town
L = look for water
NL = do not look for water

Remind Watchers that they will also be asked to evaluate how well the group plans and makes decisions *as a group*. Tell them to be as objective and honest as possible.

When everyone is ready, tell groups to begin. Tell them they will have about thirty minutes to act out their roles and arrive at a group plan. Circulate among the groups and observe their behavior during this half hour. If necessary, remind students that they *do* want to reach a group decision by the end of the play, and therefore some of them will have to change their plans. The idea is to decide on the best plan, not to see who can maintain his or her position most strongly.

At the end of about thirty minutes, signal the groups to stop. Instruct the Watchers to share their observations with the group by reading and discussing the checklists, item by item. During this discussion, each group as a whole should evaluate its planning effectiveness; that is, students should collectively discuss individual as well as group planning effectiveness using the questions on the second page of the Watcher Checklist as a guide.

After students have discussed these questions for ten or fifteen minutes, read to them the passage "Some Facts About Surviving in the Desert," which appears as page 79 of this Teacher's Guide. Then ask the class as a whole to decide what the best plan for surviving in the desert would be. (According to the passage, the best plan is to stay in one place; not hunt for water; drink canteen water right away; set up sunshade; wear jackets to keep moisture in; remain inactive; use mirror as signal during the day and flashlight at night. This is approximately the position outlined for Role #4.) Ask groups to evaluate their decision-making effectiveness in light of these new facts. You might also have them discuss ways in which they could improve their group planning and decision-making in the future.

Exercise 2. Writing In Your Journal: "What Would You Do If...?"

When students have finished this Activity, pass out the Journal exercise (p. 89 of this Guide) or read it to them. Discuss what it asks them to do, i.e., write about what they would do in one of several imaginary situations. You may assign the exercise as homework, provide students with class time to work on it, or simply encourage them to work on it when they have the time and the inspiration.

SOME FACTS ABOUT SURVIVING IN THE DESERT

The main problem that your group should think about is losing body water through perspiration. In order to slow down this drying-out process, you should set up your canvas tent right away and sit under it. The tent will act as a sunshade. It will also be a signal to any rescuers who might come by air. You should stay as still as possible and should wear your summer jackets to help keep water in. If your group stays quite still under the sunshade with their jackets on, you can stay alive for three days without any more water.

The water supply you have will not really do you much good. Group members should drink water as they need it until it is gone. Rationing or doling out the water will not help things much. Trying to get water out of cactus plants is a waste of time, too. There will be very little water in such plants at this time of year. You will use up more body water hunting for the plants and getting water from them than you can possibly replace with the little plant water you would get.

You'll never make it to town. Even if you walk only at night, you could only go about fifteen miles a night at best, and you'd only last two days. If you try to make it to town during the day, you would not last more than a day or about twelve miles before you collapsed from thirst and tiredness.

You should use the mirror to signal with in the daytime and the flashlight to signal with at night.

EXERCISE 1: ACTING IN A PLAY: LOST IN THE DESERT

Here is the situation or "setting" of your play. Everyone in your group should read this section before the play begins.

SITUATION

You are one of five members of a science club. You are on a field trip to study rocks and plants in the Arizona desert. At about ten in the morning, your car overheats. The engine catches on fire. You put the fire out, but you can see that the engine is ruined.

It is the last week in August. The temperature is likely to go up to 110 degrees today. The nearest town is more than forty miles away. You are on a little dirt road which is far from the main highway. You are quite sure that no one will be passing your way today. Your families will not be worried about you until after 9 o'clock tonight; that's the time they expect you to come home.

You have with you the following things:

summer jackets

a compass

a roadmap of the area

five canteens, each holding about two quarts of water

a flashlight

a book called Plants of the Arizona Desert

a small mirror

a canvas tent

As a group, you need to decide some important things. You must decide whether to walk to town or stay where you are. (Also, if you decide to walk to town, you must decide whether you will start right away or wait till night comes.) You must decide whether to hunt for water or not. And you must decide what, if anything, you should do with the things listed above.

Read over the role sheet your teacher gives you. Then begin the play. In the play, act out your role. Talk over the decisions your group has to make. Try to work out a group plan about what you must do to stay alive in the desert.

ROLE #1

Directions: Study your plan carefully. Try to think up new reasons why the other people should agree with your plan. During the play, explain the plan to the group as clearly as you can. Stick to your plan unless you think someone else has a better one. In that case, you may change your mind and agree with that person's plan.

Here is your plan:

You think the group should put up the canvas tent for shade and rest under it during what is left of the daytime. Then, after the sun has set, they should begin walking toward town. They should not try to hurry, but should go along as easily and comfortably as possible. They should not try to hunt for water along the way, though, because this uses up too much time and energy. Besides, you are sure that the group's water supply is good enough to last for most of the trip. You don't think the group should hunt for water now, either. Instead, you think they should save their strength and energy for the walk tonight.

ROLE #2

Directions: Study your plan carefully. Try to think up new reasons why the other people should agree with your plan. During the play, explain the plan to the group as clearly as you can. Stick to your plan unless you think someone else has a better one. In that case, you may change your mind and agree with that person's plan.

Here is your plan:

You think that the group should stay where it is. You feel that most members of the group would never finish the long walk to town. You think that the group members, one or two at a time, should start hunting for water. You think it would be a good idea to get water from some of the plants around you. You suggest that everyone study the book Plants of the Arizona Desert to find out which plants will give the most water. You think the group may not be rescued for several days, and that hunting for water will help to take people's minds off their troubles. To make rescue more likely, you suggest using the mirror as a signal. You also suggest rationing the water you have, using it a little at a time, so that it will last longer.

ROLE #3

Directions: Study your plan carefully. Try to think up new reasons why the other people should agree with your plan. During the play, explain the plan to the group as clearly as you can. Stick to your plan unless you think someone else has a better one. In that case, you may change your mind and agree with that person's plan.

Here is your plan:

You think the group should walk toward the town but should not try to find water along the way. You don't think forty miles is such a long distance. You believe that, if the group rests often and drinks the water supply wisely, it will come to town sometime in the middle of the night. You think people should take turns flashing the flashlight off and on during the night and flashing the mirror in the direction of the sun's rays during the day. You think that people should wear their jackets to protect their skin against the burning rays of the sun.

ROLE #4

Directions: Study your plan carefully. Try to think up new reasons why the other people should agree with your plan. During the play, explain the plan to the group as clearly as you can. Stick to your plan unless you think someone else has a better one. In that case, you may change your mind and agree with that person's plan.

Here is your plan:

You think the group should keep as still as possible; they should stay where they are and sit quietly under the canvas tent. You don't think the water will last very long anyway, so you say people should drink it whenever they feel thirsty. You think the group members should wear the jackets to help keep water in their bodies. You don't think hunting for food or water will work very well. It will only tire people out and use up their energy. You think the group should use the mirror and the flashlight as signals.

ROLE #5

Directions: Study your plan carefully. Try to think up new reasons why the other people should agree with your plan. During the play, explain the plan to the group as clearly as you can. Stick to your plan unless you think someone else has a better one. In that case, you may change your mind and agree with that person's plan.

Here is your plan:

You think the group's only chance for survival lies in walking out toward the town and searching for water along the way. You feel that your chances of being found any time soon are pretty bad. You feel there is much more danger in waiting for rescuers (who may never come) than in trying to walk toward the town. You think there is a good chance you will find water along the way or at least be able to get some water from cacti and other desert plants.

WATCHER'S CHECKLIST

Using the following letters as symbols, fill in the FIRST plan of each group member (the plan that member describes at the beginning of the play).

S = stay where you are

W = walk toward town

H = hunt for water

NH = don't hunt for water

Name of Group Member	First Plan
1.	
2.	
3.	
4.	
5.	

Using the same symbols, fill in the FINAL plan which each group member is supporting by the end of the play.

Name of Group Member	Final Plan
1.	
2.	
3.	
4.	
5.	

At the end of the play, answer the following questions. Then, when your teacher tells you to, share the questions and your answers with the group.

1. The group's final plan is to

2. How do you think the group listened to the ideas of each of the group members? (circle one)

   very well pretty well o.k. not very well poorly

3. Which group member's plan was closest to the plan the group finally agreed on? How did that person go about getting the group to agree that his or her plan was the best?

4. Were there any parts of the plan your group couldn't agree on? Why do you think the group had trouble agreeing on those parts?

5. When the group had decide on a plan, do you think everyone was pleased with the decision? If not, who was pleased, and why?

EXERCISE 2. WRITING IN YOUR JOURNAL

"What Would You Do If..."

Write about one of the following "What would you do if..." situations in your journal.

What would you do if...

...you were in an old house or castle and heard funny noises?

...you were part of an exploring party in another country many years ago and came to a village of people who did not seem very friendly?

...you were living in the year 2000 and someone asked you to be one of the first people to live on the moon?

Write in your journal as if you are a person who is actually in one of these situations. For example:

"I was exploring an old castle with a friend. No one had lived there for a long time. It was very dark and very quiet. Luckily, we had brought several candles along for light. Just as we were lighting one of the candles, we heard a strange sound..."

Using The Test

The test questions on the next four pages are intended to check student mastery of the main points covered in this unit. If your presentation of this material has varied to any significant degree from what is in this book, you may want to add or replace questions on the test.

In addition to serving as a measure of student achievement, having students answer these questions can serve as a useful review activity.

Sample answers appear on pp. 94-96.

NAME _____

DATE _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "PLANNING"

1. What are three things about you that might make you choose one kind of job rather than another? (Answers might include things you like to do, ways you like to work, the kind of people you like to be with, etc.)

   a. _____

   b. _____

   c. _____

2. a. What is one thing you have done that would have worked better if you had planned it better?

   b. What part of it should you have planned?

3. In planning, the first step is: "Decide what you are trying to do." What are the next five steps?

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. Describe one way in which it is harder and one way it is easier for a group of people to plan something together than it is for one person to plan alone.

   a. It can be harder for a group to plan than an individual because....

   _____

   _____

   b. It can be easier for a group to plan than an individual because....

   _____

   _____

5. Suppose you were on a committee that was going to plan "Indian Day" for the whole school. List examples of four kinds of things you would need to carry out your plan. Then write down one problem you might have getting each thing. Finally, describe one way of changing the plan to solve each problem.

Needs	Problems	New Plan
a.		
b.		
c.		
d.		

6. What are three kinds of things to think about in planning a career?

   a. _____

   b. _____

   c. _____

7. What is a PLAN?

   _____

   _____

8. What are two kinds of planning you should think about?

   a. _____

   b. _____

9. Describe how you spend your time on a typical Saturday.

10. Describe one thing you would like to be able to do, and tell you how could plan to "make time" on your Saturday to learn or practice it.

NAME _____

40 possible points

DATE _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "PLANNING"

3 pts. 1. What are three things about you that might make you choose one kind of job rather than another? (Answers might include things you like to do, ways you like to work, the kind of people you like to be with, etc.)

a. *compare this answer with student's self-analysis in Activity 1,*

b. *and use logic and appropriateness of answer to judge.*

c. _____

1 pt. 2. a. What is one thing you have done that would have worked better if you had planned it better?

Any reasonable answer should be accepted

2 pts. b. What part of it should you have planned?

This should be judged on Logic and relevance to "a."

5 pts. 3. In planning, the first step is: "Decide what you are trying to do." What are the next five steps?

a. *Decide in what different ways you can do it.*

b. *Decide what you need to do it.*

c. *Figure out what might keep you from doing it.*

d. *Decide on the best way to do it.*

e. *Judge how well your plan worked.*

Any answers which express the same general ideas as these should be counted.

4 pts. 4. Describe one way in which it is harder and one way it is easier for a group of people to plan something together than it is for one person to plan alone.

a. It can be harder for a group to plan than an individual because....

One answer might be that it is hard to get a number of people to agree. Any logical reason should be counted.

b. It can be easier for a group to plan than an individual because....

One answer might be that the more people, the more ideas will be suggested. Any logical answer should be accepted.

5. Suppose you were on a committee that was going to plan "Indian Day" for the whole school. List examples of four kinds of things you would need to carry out your plan. Then write down one problem you might have getting each thing. Finally, describe one way of changing the plan to solve each problem.

	Needs	Problems	New Plan
3 pts.	a. *Things - any kind of resources*	*Problems and solution should be logical in terms of needs*	
3 pts.	b. *People - one person who will be involved*		
3 pts.	c. *Place - where activity willbbe held*		
3 pts.	d. *Time - time needed for all on part of activity*		

3 pts. 6. What are three kinds of things to think about in planning a career?

a. *What kind of career would be right for you.*

b. *How to prepare for that career.*

c. *How good yoru chances are of gettiny the job.*

2 pts. 7. What is a PLAN?

A certain way to do or make something, a program of action, or any definition that expresses the same ideas.

2 pts. 8. What are two kinds of planning you should think about?

a. *planning for the present*

b. *planning for the future*

3 pts. 9. Describe how you spend your time on a typical Saturday.

Any reasonable complete account that covers morning, afternoon, and evening should be accepted.

3 pts. 10. Describe one thing you would like to be able to do, and tell you how could plan to "make time" on your Saturday to learn or practice it.

Answer should be reasonable in terms of students abilities and in terms of the Saturday schedule described in #9.

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Example of Contents (Real Estate Agent)

Being a Real Estate Agent

What you do and where you work;
Who Becomes a Real Estate Agent

People you work with

How real estate work developed

A day in the life

What real estate work means to me

Learning to be a real estate agent

Costs and benefits

What's ahead in real estate agent

More learning resources

- People
- Newspapers and Periodicals
- Books, Pamphlets and Announcements
- Audiovisual Material
- Organizations

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